# DOCUMENT RESUME

ED 118 510 95 SO 008 915

| | |
|---|---|
| AUTHOR | Ehman, Lee H.; Gillespie, Judith A. |
| TITLE | The School as a Political System. Final Report. |
| SPONS AGENCY | National Inst. of Education (DHEW), Washington, D.C. |
| BUREAU NO | BN-3-3067 |
| PUB DATE | 15 Sep 75 |
| GRANT | NE-G-00-3-0163 |
| NOTE | 131p.; For a related document, see ED 093 785 |
| EDRS PRICE | MF-$0.83 HC-$7.35 Plus Postage |
| DESCRIPTORS | Educational Research; Political Science; *Political Socialization; Politics; *Power Structure; School Environment; *School Organization; Socialization; Social Structure; *Student Attitudes; Student Role; *Student School Relationship; Systems Concepts |

ABSTRACT

The relationship between student attitudes and the school as a political system is analyzed in this research report. Four types of school systems are hypothesized: elite, bureaucratic, coalitional, and participant. After testing this conceptualization, student attitudes of trust, integration, confidence, and interest toward both school and society are explored. Questionnaire results from 2,546 students in 13 Midwest secondary schools provide the research data. The results indicate that most schools tended to be bureaucratic, although there was variation within this pattern. The student attitudes formed a consistent and predictable structure with general societal attitudes closely related to attitudes toward school. Depending on the particular systemic characteristic, coalitional and participant school systems were most closely related to positive student attitudes, while elite school system patterns were most closely related to negative student attitudes. Student attitudes toward the bureaucratic school pattern fell between these two positions. Student government groups were seen by students as more important in the school decision-making process than originally hypothesized. (Author/DE)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED111810

SO 008 745

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

# The School as a Political System

National Institute of Education Project No. 3-3067
Grant No. NE-G00-3-0163

Lee H. Ehman
Judith A. Gillespie

Social Studies Development Center
Indiana University
Bloomington, Indiana 47401

September 15, 1975

U.S. Department of Health, Education and Welfare
National Institute of Education

FINAL REPORT

# The School as a Political System

National Institute of Education Project No. 3-3067
Grant No. NE-G00-3-0163

Lee H. Ehman
Judith A. Gillespie

Social Studies Development Center
Indiana University
Bloomington, Indiana 47401

September 15, 1975

The research reported herein was performed pursuant to a grant contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.

## ABSTRACT

This research studies the school as a political system. Four types of school systems are hypothesized: elite, bureaucratic, coalitional and participant. After testing this conceptualization, student attitudes of trust, integration, confidence and interest toward both school and society are explored. Questionnaire data from 2546 students in 13 midwest secondary schools was collected. Connections between school systemic characteristics and student attitudes are established, with connections to school-related attitudes stronger than those to general societal attitudes.

Outcomes of the study include a general approach to studying schools systemically. The schools tended to be bureaucratic, but there was variation within this pattern. Student attitudes form a consistent and predictable structure, with general societal attitudes closely related to attitudes toward school. Student governance groups are deemed more important to students than expected. Finally, elite school system patterns are most closely related to negative student attitudes. Depending on the particular systemic characteristic, either coalitional or participant school system are most closely related to positive student attitudes, while bureaucratic systems fall between these two positions. The consistency in the broad patterns of relationships supports the hypothesis that school political systemic characteristics are related to student attitudes. Further study of this hypothesis appears to be warranted.

# The School as a Political System

# PREFACE

This project was completed with the assistance of many persons and organizations. Janet Eyler, Lee Morganett and Michael Stentz deserve special credit for their contributions made as research assistants on the projects. The thirteen school administrators, teachers and students earned our respect and thanks by assisting us in all phases of the research. They often went out of their way to be helpful and gracious. Finally, we wish to thank the entire staff of the Social Studies Development Center of Indiana University for their support and hard work during the past two years.

Lee H. Ehman
Judith A. Gillespie

Bloomington, Indiana
June, 1975

# TABLE OF CONTENTS

Abstract . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ii

Preface . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . iii

Table of Contents . . . . . . . . . . . . . . . . . . . . . . . . . . . iv

List of Tables, Charts, Graphs and Figures . . . . . . . . . . . . . . . v

Part A: Introduction . . . . . . . . . . . . . . . . . . . . . . . . . . 1

Part B: Procedures . . . . . . . . . . . . . . . . . . . . . . . . . . . 8

Part C: School Political System Types . . . . . . . . . . . . . . . . . 13

Part D: Within-School Political Settings . . . . . . . . . . . . . . . 29

Part E: Attitudes Toward School and Society . . . . . . . . . . . . . . 36

Part F: Knowledge Utiliration . . . . . . . . . . . . . . . . . . . . . 66

Part G: Conclusions . . . . . . . . . . . . . . . . . . . . . . . . . . 70

Appendicies . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 73

# LIST OF TABLES

Table Page

1. Student Response Rates by School and Sex . . . . . . . . . . . 11

2. Distribution of Political Participation . . . . . . . . . . . 15

3. Participant Systems . . . . . . . . . . . . . . . . . . . . . 19

4. Directed Participant Systems . . . . . . . . . . . . . . . . . 19

5. Elite Systems . . . . . . . . . . . . . . . . . . . . . . . . 22

6. Bureaucratic Systems . . . . . . . . . . . . . . . . . . . . . 24

7. Coalitional Systems . . . . . . . . . . . . . . . . . . . . . 27

8. Groups Named at Least 15 Times as Involved in Important Decisions in Schools . . . . . . . . . . . . . . . 30

9. School Political Decisions Identified as Important by Students . . . . . . . . . . . . . . . . . . . . . . . 34

10. Factor Loadings of Forty General Societal Attitude Items on Four Factors . . . . . . . . . . . . . . . . . . 40

11. Factor Loadings of Forty Schools Attitude Items on Four Factors . . . . . . . . . . . . . . . . . . . . . 43

12. Factor Loadings of Forty School Attitude Items on Five Factors . . . . . . . . . . . . . . . . . . . . . . 44

13. Mean Attitude Scale Scores for Students in Five School Political System Groups . . . . . . . . . . . . . . 48

14. Eta Correlations Between Participation and Student Attitudes . . . . . . . . . . . . . . . . . . . . . . . 54

15. Eta Correlations Between Leadership and Student Attitudes. . 58

16. Eta Correlations Between Influence and Student Attitudes . . 62

17. Eta Correlations Between Ideology and Student Attitudes . . 64

## LIST OF CHARTS

Chart Page

1. Relationship Between Questionnaire Items and Political System Variables . . . . . . . . . . . . . . . . . . . . 16

## LIST OF GRAPHS

Graphs Page

1. Distribution of Political Participation: Administrators and Teachers Major Role . . . . . . . . . . . . . . . . . . . . 17

2. Distribution of Political Participation: Students Major Role . . . . . . . . . . . . . . . . . . . . . . . . . . . 17

## LIST OF FIGURES

Figure Page

1. Structural Relationships Between Student General Attitude Dimensions . . . . . . . . . . . . . . . . . . . . . . 38

2. Structural Relationships Between Student General Attitude Dimensions . . . . . . . . . . . . . . . . . . . . . . 41

3. Structural Relationships Between Student School-Related Attitude Dimensions. . . . . . . . . . . . . . . . . . . . 46

## PART A: INTRODUCTION

"Once upon a time, in the city of New York, civilized life very nearly came to an end. The streets were covered with dirt, and there was no one to tidy them. The air and rivers were polluted, and no one could cleanse them. The schools were run down, and no one believed in them. Each day brought a new strike, and each strike brought new hardships. Crime and strife and disorder and rudeness were to be found everywhere. The young fought the old, the workers fought the students, the whites fought the blacks. The city was bankrupt.

When things came to their most desperate moment, the City Fathers met to consider the problem. But they could suggest no cures, for their morale was very low and their imagination dulled by hatred and confusion. There was nothing for the mayor to do but to declare a state of emergency . . .

One of the mayor's aides, knowing full well what the future held for the city, had decided to flee with his family to the country. In order to prepare himself for his exodus to a strange environment, he began to read Henry David Thoreau's Walden, which he had been told was a useful handbook on how to survive in the country. While reading the book he came upon the following passage: 'Students should not play life, or study it merely, while the community supports them at this expensive game, but earnestly live it from beginning to end. How could youths better learn to live than by at once trying the experiment of living?'

The aide sensed immediately that he was in the presence of an exceedingly good idea. And he sought an audience with the mayor. He showed the passage to the mayor, who was extremely depressed and in no mood to read from books, since he had already scoured books of lore and wisdom in search of help, but had found nothing.

'What does it mean?' said the mayor angrily.

The aide replied, 'Nothing less than the way to our salvation.'

He then explained to the mayor that the students in the public schools had heretofore been part of the general problem whereas with some imagination, and a change of perspective, they might easily become part of the general solution. He pointed out that from junior high school up to senior high school there were approximately four hundred thousand able-bodied, energetic young men and women who could be used as resource to make the city liveable again.

'But how can we use them?' asked the mayor. 'And what would happen to their education if we did?'"[1]

Most of us would agree that schools, like cities, are not what they should be. In The School Book, Postman and Weingartner use the fable that is presented above in order to make the point that students should get out of schools into the community, or into the mainstream of political and social life, in order to get a better education, and to contribute to the society at large. For us, the fable presents not so much an illustration of what might be done in education, as a research question about what student attitudes are and what skills students have which could be used by the mayor of the fictional New York City. If the mayor chose to organize 400,000 students in order to support a failing city, what kind of resources would be available to him? Would students be alienated and not be able to contribute effectively to reconstruct the city? Would they have trust and confidence in city officials which would help them in working together to constructively build the world of tomorrow?

The research reported here is an attempt to explore the attitudes of students in high schools. The framework within which the research is done is one of exploring the impact of schools on students' attitudes and behaviors. Therefore, we take a look at the hidden curriculum and its particular political dimensions. We attempt to explore and define some salient aspects of that hidden curriculum, and to compare student attitudes and behaviors which exist in different types of schools with different kinds of political characteristics. Our analysis is divided into an exploration and categorization of different types of schools, a definition of different kinds of attitudes and behaviors on the part of students, and an attempt to demonstrate relationships between school political climate and student attitudes and behaviors. The significance of this exploration lies in the handles that may be gained for understanding the politics of the hidden curriculum of schools and in promoting changes which will contribute to allowing students to be more capable of participating in political life both within and without the school itself.

School Political Life. There is much political activity in schools. Many of the decisions made daily by principals, teachers and students have an overtly political cast. Generally, these decisions revolve around the governance of the school. For example, principals often devise schedules or disciplinary rules which regulate the behavior of both teachers and students; teachers make curricular decisions about what issues and problems students will study; and students make decisions about what guest speakers or activities they will support in their school. None of these types of activities are hard to find in school environments.

---

[1] Neil Postman and Charles Weingartner, The School Book. New York: Delacorte Press, 1973, pp. 46-47.

These types of political activities are also documented by a great many sources. Nunnery and Kimbrough, for example, demonstrate just how political the role of the principal can be in regard to school elections.[2] Harmon Ziegler's study demonstrates how teachers' political attitudes and participation in education politics can be explained by key background and school environment variables.[3] Neal Gross' study of superintendents and boards of education demonstrates how group pressures affect policy decisions and the role of principals, teachers, and parents in school politics.[4] Thus, there seems little reason to doubt that schools are political places.

Yet, despite this type of research backing, few studies have attempted to view schools as systems of political behavior patterns rather than loose amalgams of isolated individual or group actions.[5] Barker and Gump illustrate the value of a systemic overview in their study Big School, Small School.[6] What is needed, therefore, is a framework that will focus on systemic aspects of school political life. It is only through such a framework that we can begin to see how school environments in their full dimensionality affect students' political attitudes and behaviors.

## School Climate Effects on Students

Research on the relationship between school political climates, or the hidden curriculum, and student development has tended to produce diverse evidence in support of a wide range of disparate claims. While Hess and Torney have found the school to be a very powerful socialization agent, other socialization research has demonstrated that schools are not the only, and perhaps not even the major, sources of student attitudes about the larger society.[7] The family, community and occupational groups have been identified as agents competing with schools in the attitudinal development process.[8] Surely Coleman's studies demonstrate that peer groups play an important part in attitudinal development process.[9] Still other studies such as those of Easton and Hess, Lane and others reflect the influence of the family setting on the cognitive and attitudinal dimensions of student development.[10] Although these findings have also been challenged, the role of the school in relation to other groups in the development of youth remains ambiguous.[11]

---

[2] Michael Y. Nunnery and Ralph B. Kimbrough, Politics, Power, Polls, and School Elections, Berkeley: McCutchan Publishing Corporation, 1971.

[3] Harmon Zeigler, The Political Life of American Teachers, Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

[4] Neal Gross, Who Runs Our Schools? New York: John Wiley and Sons, 1958.

[5] For a more complete explanation of these ideas, see Judith A. Gillespie, Basic Research Needs: The School as a Political System, Social Studies Development Center, Bloomington, Indiana.

G.R.G. Barker and P.V. Grump, Big School, Small School, Stanford: Stanford: Stanford University Press, 1964.

---

[7] Robert D. Hess and Judith Torney, *The Development of Political Attitudes in Children,* Chicago: Aldine, 1967; Kenneth P. Langton and M. Kent Jennings, "Political Socialization and the High School Civics Curriculum," *American Political Science Review*, 62 No. 3 (September, 1968); Lee H. Ehman, "Political Efficacy and the High School Social Studies Curriculum," in Byron G. Massialas, ed., *Political Youth, Traditional Schools*, Englewood Cliffs, N.J.: Prentice Hall, 1972.

[8] James S. Coleman, *The Adolescent Society*, New York: The Free Press, 1961: Gabriel A. Almond and Sidney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton, N.J.: Princeton University Press, 1963; Kenneth P. Langton and David A. Karns, "Influence of Different Agencies in Political Socialization," in Kenneth P. Langton, *Political Socialization*, New York: Oxford University Press, 1969, pp. 140-60.

[9] Coleman, *Ibid*.

[10] David Easton and Robert Hess, "The Child's Political World," *Midwest Journal of Political Science*, 6 (August, 1962), pp. 229-46; Robert E. Lane, "Fathers and Sons: Foundations of Political Belief" *American Sociological Review*, 24 (August, 1959), pp. 502-11; Langton and Karns, *op. cit.*

[11] M. Kent Jennings and Richard G. Niemi, "The Transmission of Political Values from Parent to Child," *American Political Science Review* 62 (March, 1968), pp. 169-84.

One finding which is well-supported in the literature is that by the time students reach high school age, their capacity to make complex cognitive moves and distinguish values underlying decisions is well-developed. Piaget's studies conclude that by the time students reach high school age, their capacity to abstract and make inferences, to assume the role of others and to cooperate to achieve objectives has developed.[12] Studies by Joseph Adelson across multiple cultures conclude that 15-18 year-olds can make generalizations and project consequences of decisions and that such cognitive development is associated with the development of a sense of community and public welfare.[13] If cognitive capacity is also an indicator of competency in the ability to participate in community life, then students should have at this age developed an ability to contribute to the development of their school environment. The fact that many students do participate effectively in decision-making groups in schools is testimony for this inference, yet the development and test of a model of the capacity for student participation in group activities has yet to be undertaken.

The participation dimension of student development has been further explored in a study done by James McPartland which draws comparisons across fourteen urban school districts. Among other findings, the study indicates that:

> Participation can come in different forms, and each extra element adds a potentially different effect on students. Participation to increase social integration affects students' general satisfaction. If participation also adds new peer group new student norms will be developed, often emphasizing academic interest. If decision-making experences are added , responsibility and decision-making skill will be increased, with more successful academic pursuits resulting as a by-product.[14]

These findings demonstrate significant effects on attitudes and participatory competencies based on the type and degree of participation experience of high school students.

---

[12] Jean Piaget, Six Psychological Studies, New York: Random House, 1968.

[13] Joseph Adelson and Robert P. O'Neil, "Growth of Political Ideas in Adolescence: The Sense of Community," Journal of Personality and Social Psychology, 4:3 (1966), pp. 295-306; Joseph Adelson, The Political Imagination of the Young Adolescent," Daedalus, 100:4 (1971), pp. 1013-1050: Judith Gallatin and Joseph Adelson, "Legal Guarantees of Individual Freedom: A Cross-National Study of the Development of Political Thought," The Journal of Social Issues, 27:2 (1971), pp. 93-108.

[14] James McPartland, et al., Student Participation in High School Decisions: A Study of Students and Teachers in Fourteen Urban High Schools, Baltimore, Maryland: The Johns Hopkins University, 1971.

While McPartland's study does indicate some general benefits that students derive from participation, he does not account for the full dimensionality of student development and excludes entirely likages to school organizational environments. Likewise, he does not indicate what types of school settings most effectively promote these results. Some systematic attention to what settings can promote student development has been presented by the studies of the Educational Change Team at the University of Michigan.[15] Their study of six various schools indicates that students can themselves promote change in: 1) student-faculty Senates in which major policy decisions in the school are made by committees; 2) student councils which advise the principal on a wide range of issues; and 3) committees which have authority for school maintenance and governance in areas important to students. Yet these results only speculate about how student promotion of change ultimately services student or school development. Furthermore, few generalizations can be generated from their findings.

Therefore, the literature generally supports the thesis that student development is enhanced by participation and that students can effectively participate in needed school change. Yet, none of the studies have explored the developmental implications of their findings at the school or student levels. As important, schools have not been researched as social-organizational systems. The impact of the "school" has normally been determined by disparate indices focused on a particular subset of the total school-student experience. One is left, therefore, without a mapping of how various experiences are integrated to affect students' development and with the question of whether it is the interaction between multiple types of experiences which make up much of the difference in student development.

Some attempts have been made to examine the macro-organizational dimensions of schools. Barker and Gump identified dozens of behavior settings in which students could participate.[16] They found demonstrable differences in effects of school size on students depending on the variety and type of participation settings in which these students participated. Yet, while the research explored the multi-dimensionality of various student activities, the indices of student development included only participation behavior, largely excluding attitudinal dimensions. In addition, school organizational factors other than size were ignored and no attempt was made to distinguish multiple experiences to which any given student was exposed or to tap the longitudinal effects of such experiences on student development.

---

[15] Glorianne Wittes, *Innovative Governance Structures in Secondary Schools*, Ann Arbor, Michigan: Educational Change Team, 1972.

[16] R.G. Barker and P.V. Gump, *op. cit*.

Most studies done either by educators or political scientists on the political organization of schools do not present findings which would aid in developing macro-organizational models. Neither do they tap the range of experiences in which students are engaged in those settings. In both cases, the studies provide information which is fragmented; either a single aspect of organizational behavior is tapped such as decision-making or a single component of the school such as the principal or teachers is the focus for analysis. If student development is included at all in these studies, it is through rough inferences to the potential implications of the findings.

The empirical basis for the relationship between school organizational environments and student development, then, has only partially been established. The relationship suffers at both ends from lack of multi-dimensionality in a systematic study. As well, the developmental implications of a dynamic rather than static environment have not been drawn. This is important because as the student is developing so is the school, and the two developmental processes interact simultaneously. In addition, while aggregate data is a must, it is clear that the unit of analysis is misplaced if it is either at the school or individual level alone, and that behavior settings which interact to make up the whole must be distinguished. Otherwise neither the school effects nor student experiences can be accurately depicted. What is needed is the identification of a set of dynamic types of school political environments through which students gain diverse experiences and the exploration of the particular interaction patterns which have varied effects on multiple dimensions of students' development.

The question posed in this research is a part of this general research arena. Two different dimensions of the hidden curriculum are explored. First, many of the studies which have been done in this area have focused on the individual and looked at the interactions of an individual with his or her environment. This particular study looks at macro-processes or patterns of social and political behavior in schools. Therefore, the study takes a more organizational view while continuing to look at behaviors rather than the rules or formal positions of people in a particular school. Secondly, this study looks at the politics of the hidden curriculum. It will focus on those dimensions of who gets what, when, where, why, and how, and the general, everyday political life of most schools. In both of these ways this study differs from those which have been previously done.

## PART B: PROCEDURES

In this section, procedures used in the study will be explained. School selection and description, questionnaire development, and data collection procedures are included.

### School Selection

Thirteen secondary schools were selected for primary data collection. In addition, two secondary schools were selected for pilot testing of data collection instruments. Selection of all schools was made on the basis of convenience and accessibility. Each school had to be close enough to the researcher's base for reasonable travel times. An attempt was made to select groups of schools within relatively close proximity of one another to make travel most efficient.

Access was a prime consideration in selecting schools. In each case, following an initial mail contact, the school principal was asked whether he or she would be willing to support our research efforts by participating in the study. If the response was negative no further effort was made to attract that principal.

After a group of accessible schools had been indentified, a brief questionnaire (Appendix A), filled out by the principal, was analyzed for preliminary information about the size, general social status, and internal organizational characteristics of the school. A grid of school characteristics was then constructed for selecting schools across a range of size, urban-rural, and organizational school types. Information on the latter characteristic was tentative, but the intent was to obtain as much variation as possible in the schools we selected.

After the preliminary selection process was complete, mail, telephone, and personal inquires were made about the school's participation in the study. Those schools declining participation after personal contact were replaced by schools with similar characteristics. Finally, 13 schools were selected in this manner.

### School Description

Thumbnail sketches of the schools have been constructed, and are presented below.

School UH. This is a small laboratory school for a midwest state teacher's school. It has grades 9-12, and about 460 students, of whom about 5% are from racial minorities. Students are admitted to the school from a cross-section of the community of about 100,000, and surrounding rural areas. The students are typically from middle class homes, although there is a wide range of social status represented in the school.

School A. This school is in a middle-to upper middle class suburb of an eastern industrial city of more than 100,000. It is probably the most affluent of all of the schools in the study. There are 1,100 students in grades 10-12 with virtually no racial minority representation. Over 60 percent of the graduates continue their education in four year colleges and universities.

School G. School G is in a working class to upper middle class suburb of a midwestern industrial city of more than 100,000. There are 1,645 students in grades 9-12 and less than 2% minority students; a very crowded building requires a split class schedule, with one half of the students beginning school at 7:30 a.m., and the other half at 10:30 a.m.

School L. This school has grades 10-12 and 1,740 students. It is the single public secondary school for a midwestern community of about 30,000, and is set in rural surroundings. The students are from a broad range of social status homes, with about 800 riding to school in buses from outside of town. Almost none are minority students.

School U. This school has 1,600 students in grades 10-12, and is one of five in a midwestern industrial city of over 200,000. A wide range of ethnic minorities is represented, including students of Afro-American and Polish-American descent. City-wide integration has been achieved without court order. Students are typically from working class homes.

School UA. This is an affluent suburban school in a large (over 200,000) midwestern city. With grades 10-12, the 2,000 students include very few minority representatives, and come from mostly middle-and upper-middle class homes.

School O. This is in the same city as School U, and has a similar racial, ethnic, and social status mix, although the proportion of Afro-American students is somewhat higher (about 35%). There are 2,500 students in grades 9-12. However, there are two separate "houses" within the school, with separate faculties, space, and programs. Only the budget and varsity sports are shared by both houses. The study included only one of the two houses.

School N. This school is in an affluent suburb of a very large (1,000,000+) eastern industrial city. There are 1,500 students in grades 11-12. They are predominately from middle-to upper-middle class homes, and there are almost no minority students in the school.

School B. This is another school in a different suburb of the same city as School N. It is a smaller school, with 900 students in grades 10-12, and working class and lower middle class homes are typically represented. There are few minority students in the school.

School H. This is a small rural school in the midwest. There are about 540 students in grades 7-12; many are from farm families bussed in from the surrounding area. The school population is very homogeneous--no minorities are included.

School C. This is another small rural school from the same general area as school H. There are 740 students in grades 7-12, but only 325 in grades 9-12. The students comprise a less homogeneous group, as the town is used increasingly as a bedroom community for a very large city about 20 miles away. A range of social status families are represented, although they are still typically small town/rural. Few minority students attend the school.

School M. This is another school in the same city as school UA. It is a predominately Afro-American and working class family school, with very few white students--perhaps 2 or 3 percent of the total population. There are about 2,200 students in grades 10-12. In terms of school resources, it is probably the least affluent school in the study.

School GC. This is in a small city (about 30,000) near the large city in which schools M and UA are situated. There are about 2,400 students in grades 9-12; most are from lower-middle class and middle class homes. Few minority students attend the school.

## Questionnaire and Observation Instrument Development

Questionnaires were developed to assess student attitudes, school system political characteristics, and within school group political characteristics. These three questionnaires were drafted and pilot tested during January, 1974, in two midwestern schools not included in the group of 13 described above. One was a small rural school of 335 students, the other a large school of 2,000 students in a community of 50,000. Approximately 250 questionnaires of each type were administered to a random sample of students.

Based on analysis of marginal response distributions for all questions, and factor analysis of the original 136 attitude items, the questionnaires were revised. These revised instruments, used in this study, are contained in Appendicies B, C, and D.

It was originally planned to employ both interview and observation devices in studying within school behavior settings. Tentative interview protocols and observation schedules were constructed and pilot tested in several groups in both pilot test schools. Based on these tests, it was decided to abandon the interview because of excessive time demands on the research team necessitated by interview techniques. The observation schedule was revised and is included as Appendix E.

## Data Collection Procedures

Data were collected in each school during the period of March through June, 1974. The research team carried out all of the data collection for the project. Typically, two or three visits were required to collect all of the data required. The process was begun by administering both the student attitude questionnaire and the school system characteristics questionnaire to a sample of approximately 200 students. In some schools the students were randomly selected from a list of the school population. In the other schools random selection of required classes, typically English or social studies, was used to generate the sample. In all schools, each grade level was represented about equally in the sample of 200 students. Grades 9-12 were included in the samples, except when the building contained only grades 10-12 or 11-12. Grades 7-8 were excluded in the two school, C and UH, which had grades 7-12.

A total of 2,546 responded to the two questionnaires. A summary of the numbers responding in each school, broken down by sex, is presented in Table 1.

Table 1

Student Response Rates by School and Sex

| | Sex | |
|---|---|---|
| School | Female | Male |
| UH | 81 | 112 |
| A | 123 | 87 |
| G | 125 | 91 |
| L | 95 | 132 |
| UA | 89 | 94 |
| A | 114 | 130 |
| O | 86 | 93 |
| N | 80 | 96 |
| B | 98 | 85 |
| H | 83 | 109 |
| C | 91 | 101 |
| M | 98 | 83 |
| GC | 82 | 88 |
| Totals | 1245 | 1301 |

The school system characteristics questionnaire contained the following question:

> Most activities in schools are carried out in groups. For example, clubs, councils, committees, and even academic classes meet and make plans and decisions. Meetings such as

> these may be conducted by students, teachers or administrators. Please list up to five groups which you think are most actively involved in planning and making important decisions in your school. Please list the complete name of the group, or at least clearly describe it.

Responses to this question were tabulated for each school, and the results formed the basis for deciding which groups within each school to study as "behavior settings." Two or three groups in each school were selected for observation. In each group, one or two meetings were observed to code decision-making and role behavior of individuals. The members of each group were also asked to respond to the behavior setting questionnaire, which asked for group political characteristics as well as role nominations of others in the group. Thirty-four groups were surveyed by use of the behavior setting questionnaire. Not all 34 groups were observed for role behavior because of time constraints on the research team.

# PART C: SCHOOL POLITICAL SYSTEM TYPES

One of the chief objectives of the research has been to develop an empirical base for mapping school political life. The study was begun on the premise that patterns of political resources and activities in schools would differ. Those differences needed to be given some empirical base so that descriptive mappings could be made of alternative types of school political systems. These mappings should then stimulate well-formed hypotheses about the relationship between school political systems, behavior settings, and student attitudes and behaviors which could be systematically tested in future research.

This section is divided into two major parts. The first part focuses on the descriptive data which was gathered about alternative system types. It sketches the empirical maps of five alternative types of systems and the conclusions that were reached about differences among types of systems. The second part outlines conclusions based on the findings of the research and some problems which have been surfaced and highlighted by the study.

## Five Types of School Political Systems

The five types of systems described below represent the four systems the research was designed to map -- elite, bureaucratic, coalitional and participant -- and one new type which has been termed "directed participant." The typology of systems has been presented in the first section of this report. The instruments used to gather data are described in the second section. The data analysis on the following pages is from the student questionnaires only, as the design of the study allowed us only enough time to do minimal data collection on teachers and administrators and to do a complete analysis on the student data. Generally, the data is revealing of both differences in school political life and new interpretations of what political life is like in most schools.

When the data was first analyzed in raw form, one thing that was found immediately was that schools had many characteristics in common, and many of them were underlying bureaucratic characteristics. For example, administrators tended to participate and communicate more than teachers or students. There was a kind of step-functional pattern in which administrators participated the most, teachers the second most, and students the least. We also found that there was little dispersion around certain characteristics. Decision-making, for example, tended to be done either with a few small groups, or with a majority rule in a larger group situation. Out of these kinds of findings, we generated a basic finding of the study -- that schools do have some characteristics in common in the way political life is carried out at the systemic level. Many of these characteristics resemble the classic bureaucratic characteristics of which have been reported in past research. These characteristics are listed below.

1. Political participation. The distribution of political participation is dominated by administrators. Administrators participate more than teachers, and teachers participate more than students.

2. Political leadership. The distribution of leadership is also dominated by administrators. Administrators tend to take more leadership positions than teachers, and teachers tend to take more leadership positions than students.

3. Leadership style. Leadership style in most schools is based on position and teachers and administrators tend to use their position in leading groups. Students, on the other hand, tend to use bargaining as a strategy to get their way. Therefore, the basic style of leadership among teachers and administrators is based on position. The basic style of leadership among students is based on bargaining.

4. Political decision-making. The rules for decision-making vary across minority to majority rules. Most school decisions are made by a few people in a few groups or by a majority rule of a larger group.

5. Political communication. The distribution of communication is very similar to that of participation and leadership. Administrators dominate the amount of information on any given issue in any school. Teachers have less information than administrators but more information than students. Students have the least information about important decisions that are made.

These overriding characteristics were true of schools throughout the sample that we studied.

While making these conclusions, we began to think that our reasoning for generating different political types had been faulty. However, underneath these characteristics we found some important differences among schools. And we began to explore some of the differences underlying these common traits. We found, for example, that there were schools in which administrators showed demonstrably more participation than students. There were other schools in which the pattern was not so demonstrably different. In fact, there were some schools in which students tended to participate as much, if not a little more than administrators in some other schools. We also found that while decision-making rules tended to center around majority rule, in most schools, some schools had widely varying patterns. These differences were points of interest for us. And we began to explore the possibilities of the differences.

We began our analysis of these underlying differences among the schools by converting into T-scores the mean of the raw item responses from each school. We used the T-score method in order to standardize the mean scores on student, teacher, and administrator responses to each of the questions. In the example listed in Table 2, the distribution of political participation is converted from means of responses by the students to how much students, teachers, and administrators participate in the political life of the school. These means are converted into T-scores, offering us the opportunity to highlight differences underlying the general pattern across the thirteen schools which we studied. The schools remain anaonymous in the table, as they will throughout this report. The categorizations given to them are the final categorizations of the underlying differences between systems.

## TABLE 2: DISTRIBUTION OF POLITICAL PARTICIPATION

| PARTICIPATION<br>SCHOOLS | STUDENTS | | TEACHERS | | ADMINISTRATORS | |
|---|---|---|---|---|---|---|
| | Mean | T-Score | Mean | T-Score | Mean | T-Score |
| Elite - C | 4.9 | 45 | 5.6 | 43 | 7.4 | 49 |
| Bureaucratic - D | 5.2 | 51 | 5.6 | 43 | 7.3 | 49 |
| Coalitional - A | 5.9 | 63 | 5.4 | 38 | 7.9 | 64 |
| Participant - B | 5.5 | 56 | 5.4 | 38 | 6.8 | 34 |
| Elite - B | 4.8 | 44 | 6.2 | 56 | 7.7 | 57 |
| Coalitional - B | 5.1 | 49 | 5.6 | 43 | 7.2 | 47 |
| Coalitional - C | 5.2 | 51 | 5.4 | 38 | 6.4 | 27 |
| Bureaucratic - C | 5.3 | 52 | 6.7 | 71 | 7.8 | 62 |
| Bureaucratic - B | 5.0 | 47 | 6.3 | 58 | 7.2 | 44 |
| Coalitional - D | 4.9 | 45 | 6.2 | 58 | 7.7 | 59 |
| Participant - A | 6.6 | 75 | 6.0 | 53 | 7.5 | 54 |
| Bureaucratic - A | 4.4 | 37 | 6.3 | 61 | 7.4 | 49 |
| Elite - A | 4.3 | 35 | 6.0 | 51 | 7.5 | 54 |

POPULATION MEANS

| | |
|---|---|
| Students | 5.2 |
| Teachers | 5.9 |
| Administrators | 7.4 |

We then took the T-scores and graphed them as is demonstrated in Graphs 1 and 2. These graphs show the patterns underlying the general bureaucratic pattern in the data. We can see from the two graphs, taken from political participation of elite and participant schools, that the schools are indeed quite different on these underlying dimensions. The schools in the elite category at the top of the page show a skewed distribution with teachers and administrators taking the major role in participating in the system. The participant schools shown in Graph 2 demonstrate a strong skewness toward students taking a major role in participating in the system.

The graphs need to be interpreted in terms of a generally administrator-dominant distribution in the raw data, which was converted through the T-scores into standard scales and where underlying differences could be determined. Therefore, it is not correct to say, in the participant schools, that students would actually participate more than administrators or teachers. It is fair to say, however, that of the schools studied, there were schools that showed significant differences in the amount of student participation and that the two schools demonstrated in Graph 2 show considerably higher student participation than most of the schools in the study.

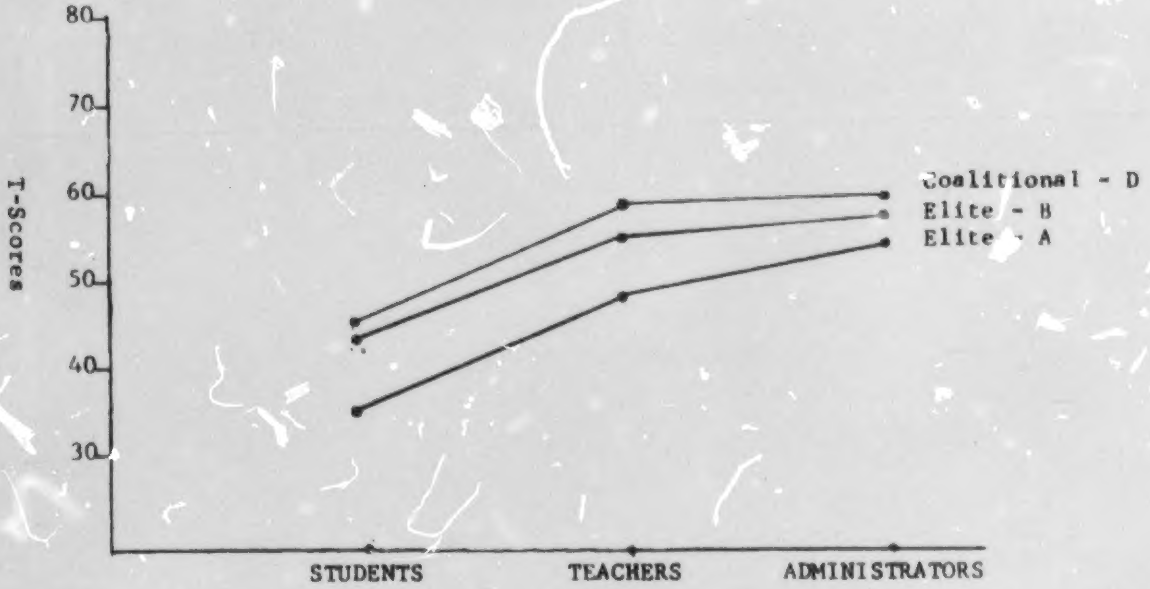
Using the T-scores and the patterns demonstrated by the graphs, we began to explore the four types of political systems underlying the general bureaucratic characteristics. Each of these systems is explored in depth below, and the analysis and graphs are presented in Tables 3-7 in the following pages. The linkage between the questionnaire items and the variables used in the analysis is outlined in the chart on the following page. The chart shows which items were used as a basis for analyzing patterns of resources and activities in the thirteen schools. The tables which illustrate each system type were derived based on these patterns.

Chart 1: Relationship Between Questionnaire Items and Political System Variables

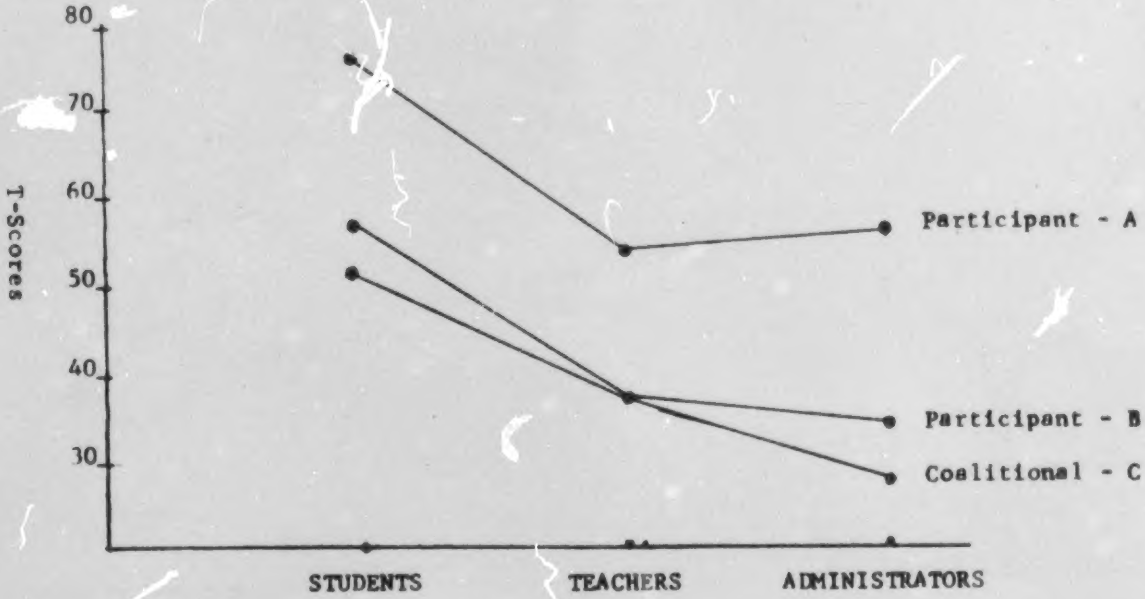
| Questionnaire Item | Political System Variable |
|---|---|
| #2 | Participation--Distribution |
| #3 | Decision-Making--Inclusiveness |
| #4 | Leadership--Distribution |
| #5 | Leadership--Style |
| #8 | Communication--Connectedness |
| #9 | Communication--Distribution |
| #10 | Influence--Use of Position |

Note that the "ideology" variable is not used for analysis here. At present, we are in the midst of analyzing the ideology variable based on questions #11, #15, and #16.

GRAPH 1: DISTRIBUTION OF POLITICAL PARTICIPATION: ADMINISTRATORS AND TEACHERS MAJOR ROLE



GRAPH 2: DISTRIBUTION OF POLITICAL PARTICIPATION: STUDENTS MAJOR ROLE



## Participant Systems

Participant schools have been described with the nearest analogue being a New England town meeting. Determining participant systems by looking at T-scores, the distribution or pattern of participation should put students at a very high level in the participation, leadership, and communication distributions. It should also put them at a very high level of using their position to influence others. High scores by students in these distributions reflect a comparatively high level of student activity underlying the basic bureaucratic pattern.

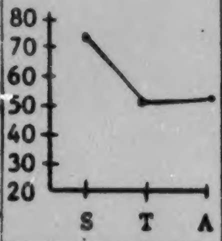
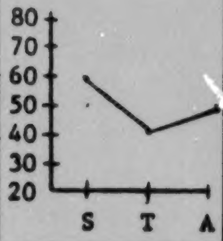
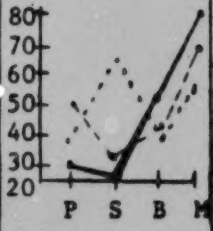
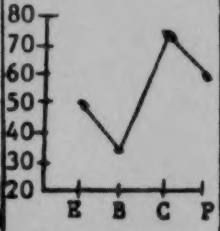
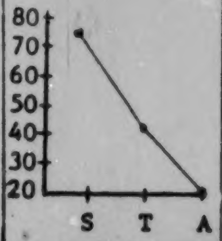
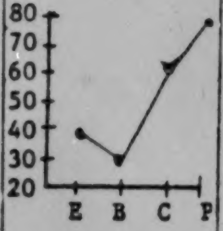
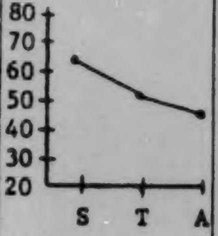
In addition to high participation, leadership, communication and influence, the leadership style in the school ought to be based on merit in a participant system. Coercion should be absent from the system and most leadership should be based on respect for individual ideas and experience. Communication patterns should also be well-connected, with most people talking to others across teachers, students and administrators before a decision is made. The decision itself should be made by a consensus rule. Most people should agree with the decision before it is finalized.

Two of the schools in our sample approximate this participant type. Tables 3 and 4 illustrate the specific characteristics of these schools. The Participant-A school comes the closest of all the schools in the sample to representing a true participant system. The Participant-B school also displays many participant characteristics. There are real differences between the two schools, but basically they are of the participant type.

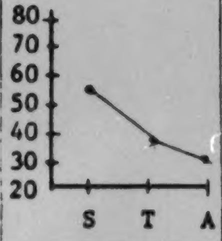
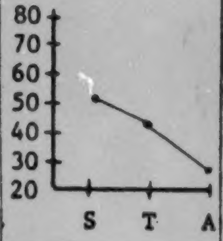
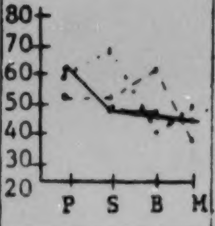
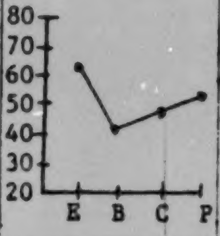
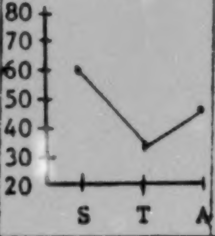
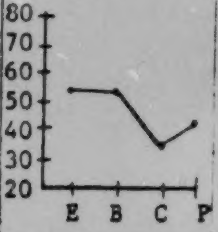
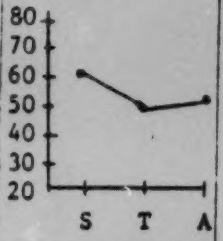
Tables 3 and 4 illustrate how each of these two schools rank on the characteristics across participation, leadership, decision-making, communication, influence and ideology. As you can see from the table, Participant-A school exhibits all of the characteristics of our ideal participant type. Participant-B school exhibits some of the characteristics of the participant type and some deviations from what could be viewed as a participant type of school political system.

The Participant-A school demonstrates what we could call a "participant" political system in a school. Students have a major role in participating in the political life of the school (see column 1 in Table 3: S = Students, T - Teachers, A = Administrators). They also have a major role in taking leadership positions in group activities within the school. Leadership in this school is based on merit. (See column 3 in Table 3: P = Power, S = Status, B = Bargaining, M = Merit, __ = administrators; --- = teachers, ... = students.) At most times it is ideas and experience that count when it comes to getting something done or not getting something done. The decision-making rule most nearly approximates majority rule (E = Elite system, one-man rule; B = Bureaucratic system, plurality rule; C = Coalitional system, majority rule; and P = Participant system, consensus rule.) At Participant-A school, people try to get a consensus before any decision is made and, because of the highly articulated ideology, there are very few consistent minorities operating within the system. Communication is shared across groups (E = Elite, one group domintes; B = Bureaucratic, funnel; C = Coalitional, divided among groups; P = Participant, all groups share). Students have a great deal of information about decisions. Students also tend to use their position in the system to influence other people, demonstrating that that student position is not one of the lowest ranks on the totem pole, but one

## TABLE 3: PARTICIPANT SYSTEMS

| Variables / Schools | PARTICIPATION | LEADERSHIP | | DECISION-MAKING | COMMUNICATION | | INFLUENCE |
|---|---|---|---|---|---|---|---|
| | (Distribution) | (Distribution) | (Style) | (Inclusiveness) | (Distribution) | (Connectedness) | (Use of Position) |
| Participant A | Students Major Role  | Students Major Role  | Merit  | Majority  | Students Major Role  | All Groups Share  | Students Major Role  |

## TABLE 4: DIRECTED PARTICIPANT SYSTEMS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Participant B | Students Major Role  | Students Major Role  | Variety Across Groups  | One Small Group  | Students Major Role  | Funnel Through Groups  | Students Major Role  |

S = Students
T = Teachers
A = Administrators

P = Power
S = Status
B = Bargaining
M = Merit

E = Elite System: one-man rule; one group dominates information flow
B = Bureaucratic System: plurality rule; funnel for information
C = Coalitional System: majority rule; information divided among groups
P = Participant System: consensus rule; all share information

which can be used in order to affect what happens in the school. Participant-A school then, is a typical participant system according to our definition.

Participant-B schools is not a typical participant system. Students do take a major role in participating in school affairs. They also take some major leadership roles within the school. They have information about issues and that information is shared, although it's normally shared from the top down through a funnel, much like a bureaucratic system. Students also use their position in the school to affect decisions and to influence others. All of these characteristics seem to resemble those of Participant-A school and other participant type systems. However, Participant-B has an elite decision-rule where a small group of people make the final decision on most school issues. Also, the style of leadership exhibited by that group is not merit-based. Administrators use power or some kind of coercive measure to get people to get organized and do things (solid line under leadership style in graph in Table 3).

Therefore, probably the clearest label to put with Participant-B is that of a "directed participant" political system. This means that students participate a lot and do have a say in what's going on in the school. They have information and ideas and can use their influence to get decisions. However, the ultimate responsibility for decision-making rests in a small group and that group tends to be the legal enforcer of the decisions. In most schools, that group would be the principal and vice-principals within the system. Clearly, it's a case where students can do a great deal if they have the approval and backing of a small group of people. We did not test whether or not most student activities were allowed to be carried out or not allowed to be carried out by that small group, but clearly the approval is necessary.

We have seen how our participant system can be divided into two types -- an ideal participant type and a directed participant type. The question remains as to whether or not it makes a difference in student attitudes and behaviors that a school is strictly participant or is of the directed participant variety. The interesting question is whether or not school administrators in Participant-B's case, must give up their control over decision-making in order for student attitudes and behaviors to resemble those of Participant-A, or whether administrators can retain their ultimate control of decisions and still have the types of attitudes and behaviors which are typical of participant systems.

## Elite Political Systems

As we have described them, elite political systems should be structured so that administrators have a monopoly on the participation, leadership, communication and influence in the school and demonstrate high scores in our graphic patterns. We should see systems in which the distributions are administrator-dominated on each of these variables. In addition, the base for leadership should be power or coercion or the use of position by administrators at the top of such a system. Decision-making should be done by one person or a small group and one group should dominate communication. Communication would probably not be shared due to the predominance of information held by one group and passed as needed to other groups. A decision-making structure in which administrators and a few advisors participate in most decisions and then those decisions are communicated to whomever they consider to be relevant individuals in a system also supports the elite type of school system. When those decisions are enforced through strict rules or other means of coercion within the school system, then the system is ideally elite.

We have two schools which fall directly into the elite category -- Elite-A and Elite-B. These two systems are illustrated in Table 5. The Elite-C school shares with these schools most of the characteristics of an elite system, but there is a lot more participation in the system than in the other two schools. Table 5 indicates the ratings of each of these three schools on the eight dimensions on which we are classifying school political life. As you can see from the table, elite characteristics are demonstrated generally across all three schools.

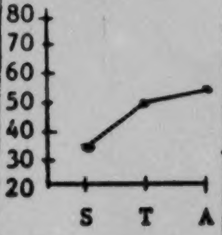
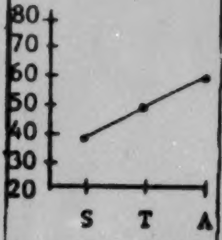
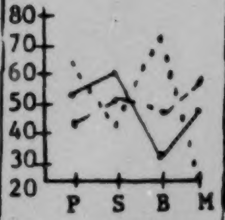
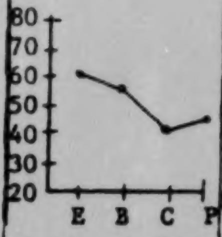
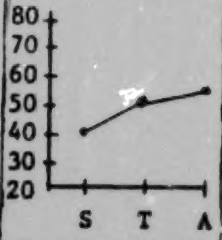
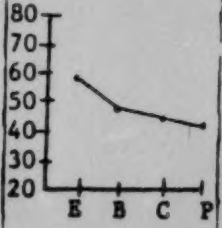
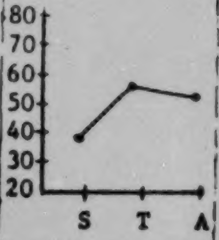
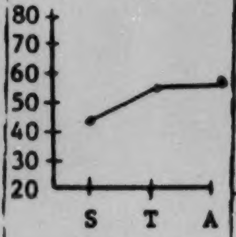
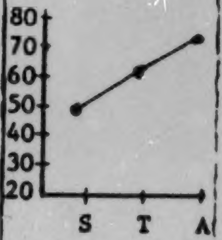
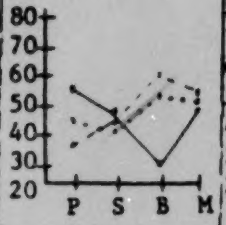
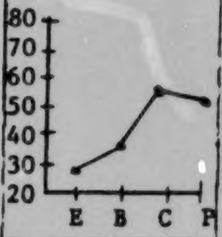
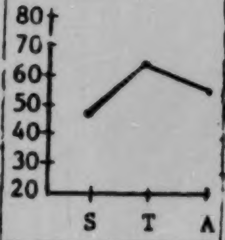
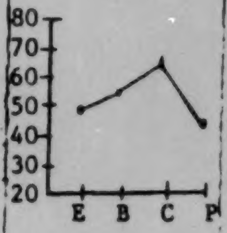
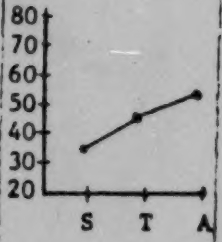
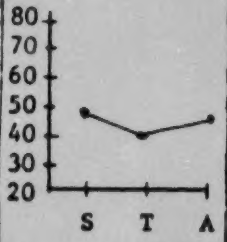
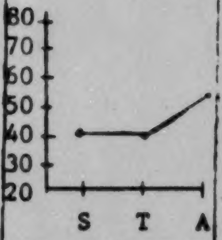
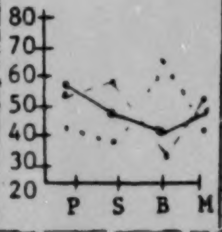
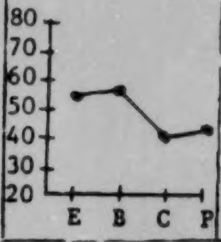
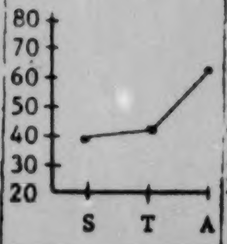
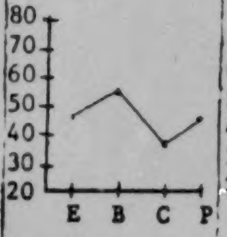
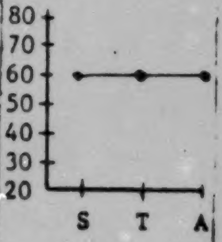
Elite-A and Elite-B schools demonstrate an ideal elite type in that the participation, leadership, communicatin and influence patterns are dominated by administrators, or in some cases, teachers. These people are at the top of the power structure and are clearly monopolizing political activity in each of these schools. In each case, the leadership base is either power or position and administrators are clearly using these bases to exercise leadership over others in the system. At Elite-A school, decision-making is done by one small group and one would expect from the other variables that this small group is a group of administrators. At Elite-B school, one would expect also to have a small group of administrators and/or teachers making decisions, although within that structure, it would probably be a majority rule decision. Therefore, you have a small group making decisions but a majority rule operating within the structure. You also find that at Elite-B school communication is divided among groups. This is probably due to the selectivity of information which is given to the students and teachers. Administrators do not hold all the information, but it is divided out among groups as it is relevant to them. Both of these schools illustrate typical elite types of systems.

Elite-C school shares quite a few characteristics with Elite-A and Elite-B. Its leadership is administrator-dominant. It is also a minority rule system with power as the basis for leadership. Its administrators take a major role in cultivating information and in the communications system. However, at Elite-C school, participation is much more evenly distributed across people in the system and all groups tend to use their position in order to influence others. This signifies a system in which there is more even participation under an essentially elite structure. Whether or not this difference makes a difference is a major question for analysis.

## Bureaucratic Political Systems

The underlying participant and elite patterns seem dramatically different from each other. They reflect real differences underlying the overall bureaucratic trend in the data. Some schools reinforced the basic overall bureaucratic pattern in our analysis. We conceived of underlying bureaucratic political systems as administrator and teacher-dominated systems in our analysis. At least some combination of teacher and administrator-dominated distributions would characterize the patterns of participation, leadership, communication and influence. The bases of influence in a bureaucratic system would be either power or position. Other groups, such as students or teachers when administrators

## TABLE 5: ELITE SYSTEMS

| Variables | PARTICIPATION | LEADERSHIP | | DECISION-MAKING | COMMUNICATION | | INFLUENCE |
|---|---|---|---|---|---|---|---|
| Schools | (Distribution) | (Distribution) | (Style) | (Inclusiveness) | (Distribution) | (Connectedness) | (Use of Position) |
| Elite A | Administrators Teachers Major Role<br> | Administrators Major Role<br> | Position (Students Bargain)<br> | One Small Group<br> | Administrators Teachers Major Role<br> | One Group Dominates<br> | Administrators Teachers Major Role<br> |
| Elite B | Administrators Teachers Major Role<br> | Administrators Major Role<br> | Power (Students and Teachers Bargain)<br> | Majority<br> | Teachers Major Role<br> | Divided Among Groups<br> | Administrators Major Role<br> |
| Elite C | Even Distribution<br> | Administrators Major Role<br> | Power (Students Bargain)<br> | A Few Groups<br> | Administrators Major Role<br> | Funnel Through Groups<br> | Even Distribution<br> |

are dominant, need to bargain with the power-holders in order to get their way. Decision-making is relegated to a few groups of people at the top of the system and communication is funneled through the system in a chain-of-command manner. This would approximate an ideal bureaucratic system.

There are four schools which fit into the bureaucratic type. The characteristics of these schools are listed in Table 6 on the following page. Table 6 demonstrates that in most cases teachers do dominate the distribution of participation. They also dominate the distribution of leadership and share with administrators in dominating the distribution of communication and influence.

The Bureaucratic-A and Bureaucratic-B schools are the most typical bureaucratic systems in this category. Teachers play a major role in participation, teachers and administrators share a major role in leadership. Power is the base through which leadership is exercised and others in the system bargain with those leaders in order to get things done. Decision-making occurs in a few groups and is decided by a minority. Communication is distributed unevenly with administrators taking a major role. Information is channeled at Bureaucratic-A school through a funnel and divided or stratified among groups at Bureaucratic-B school. Influence is either dominated by administrators or there is a relatively even distribution of the use of influence indicating that the stratification in the system is operating. People are influencing each other according to their status in the hierarchy.

Bureaucratic-C and Bureaucratic-D schools are less typical bureaucratic systems, although Bureaucratic-C school fits into the bureaucratic type rather well. Bureaucratic-D school has much more of an even distribution and coalitional characteristic than do any of the other three schools. It has an even distribution in participation and leadership. However, administrators use position and teachers' power as a basis for their leadership. Decision-making is carried out in a few groups and communication is shared through a funnel. Administrators tend to use their position in influencing others in the system. This is a system which we might call a weak bureaucratic system which has some major characteristics of a coalitional form.

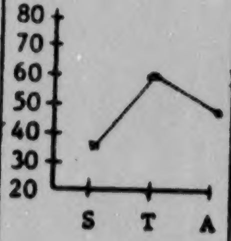
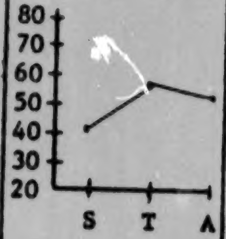
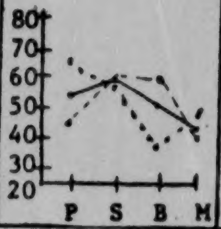
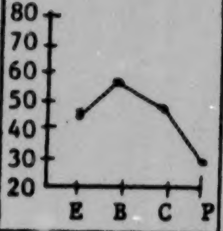
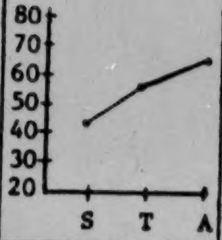
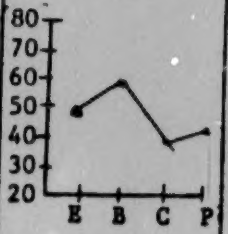
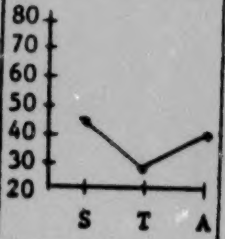
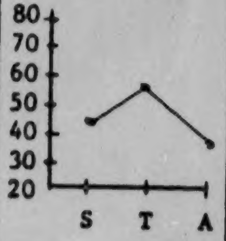
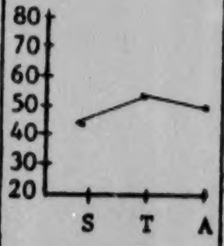
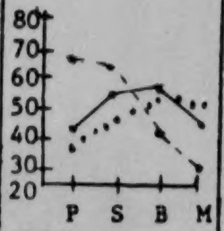
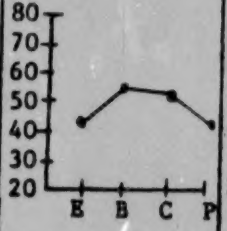
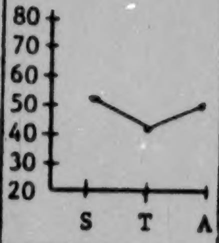
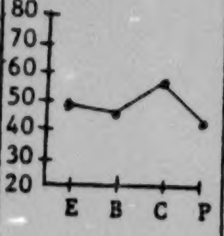
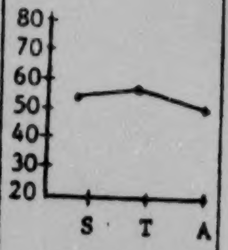
## Coalitional Political Systems

Coalitional political systems have been described according to a classic interest group model in the research. Various groups participate in the system and bargain with each other over various issues which come up. The groups have different bases for participation and different interests in participating. Therefore, we expect to find different bases for leadership across groups and communication which is group-intensive and only limited between groups. Therefore, we find in Table 7 on the next page coalitional systems which have an even distribution of participation, leadership, communication and influence across various groups. Indeed, no one group will dominate others. In some cases, however, one group will dominate on one variable and another group will dominate on another. This is also a classic part of the interest-group model where

---

We use the words "dominate" and "major role" here. This usage should be viewed in the context of relative domination compared to other schools.

## TABLE 6: BUREAUCRATIC SYSTEMS

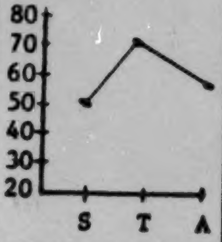
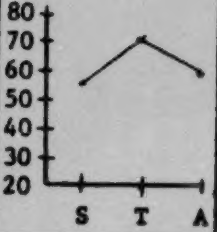
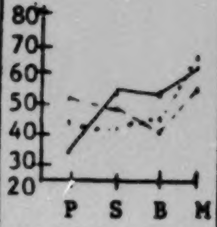
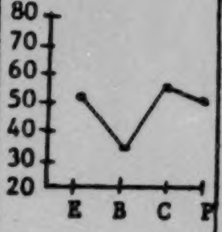
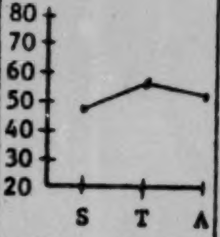
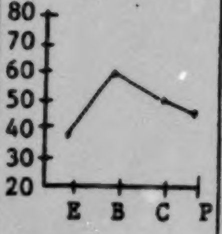
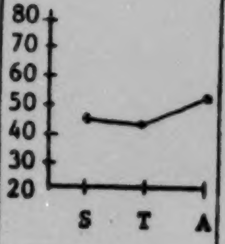
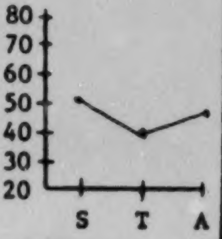
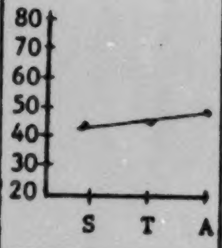
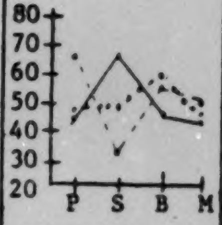
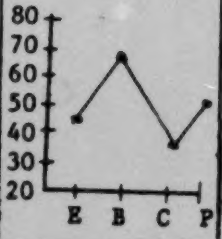
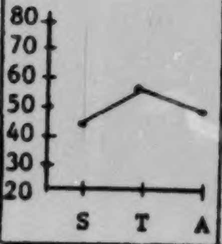
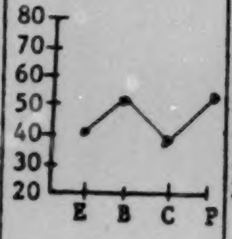
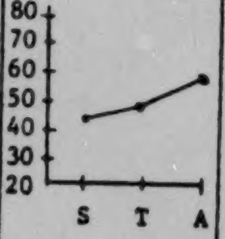
| Variables / Schools | PARTICIPATION | LEADERSHIP | | DECISION-MAKING | COMMUNICATION | | INFLUENCE |
|---|---|---|---|---|---|---|---|
| | (Distribution) | (Distribution) | (Style) | (Inclusiveness) | (Distribution) | (Connectedness) | (Use of Position) |
| Bureaucratic A | Teachers Major Role<br> | Teachers, Administrators Major Role<br> | Power (Teachers Bargain)<br> | A Few Groups<br> | Administrators Major Role<br> | Funnel Through Groups<br> | Administrators Students Major Role<br> |
| Bureaucratic B | Teachers Major Role<br> | Teachers, Administrators Major Role<br> | Power (Admin. + students bargain)<br> | A Few Groups<br> | Administrators Students Major Role<br> | Divided Among Groups<br> | Even Distribution<br> |

S = Students
T = Teachers
A = Administrators

P = Power
S = Status
B = Bargaining
M = Merit

E = Elite System; one-man rule, one group dominates information flow
B = Bureaucratic System: plurality rule; funnel for information
C = Coalitional System: majority rule; information divided among groups
P = Participant System: consensus rule; all share information

TABLE 6: BUREAUCRATIC SYSTEMS (CONTINUED)

| Variables / Schools | PARTICIPATION | LEADERSHIP | | DECISION-MAKING | COMMUNICATION | | INFLUENCE |
|---|---|---|---|---|---|---|---|
| | (Distribution) | (Distribution) | (Style) | (Inclusiveness) | (Distribution) | (Connectedness) | (Use of Position) |
| Bureaucratic C | Teachers Major Role  | Teachers Major Rcle  | Merit  | Majority  | Teachers, Administrators Major Role  | Funnel Through Groups  | Administrators Major Role  |
| Bureaucratic D | Even Distribution  | Even Distribution  | Variety Across Groups  | A Few Groups  | Even Distribution  | Shared, funnel through groups  | Administrators Major Role  |

various groups participate more-or-less intensively in a variety of activities and leadership is taken and participation is uneven across groups.

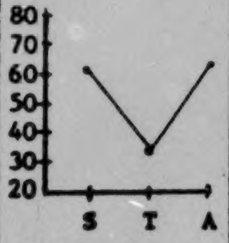
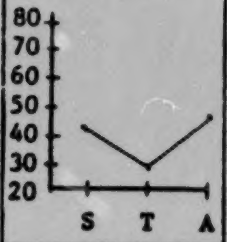
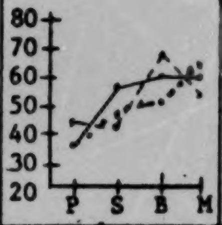
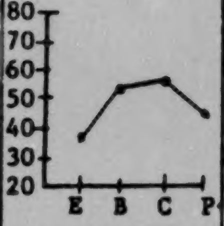
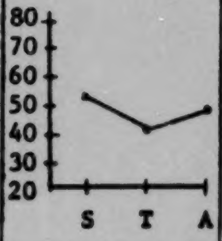
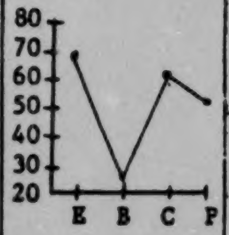
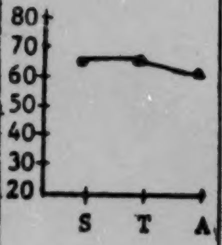
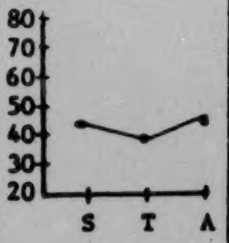
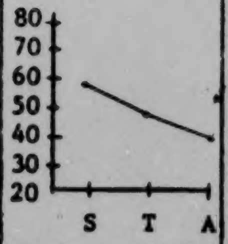
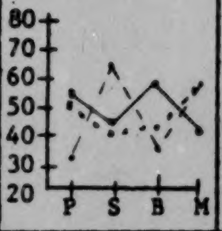
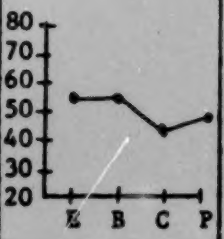
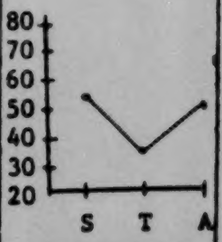
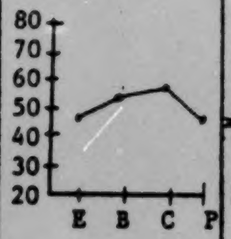
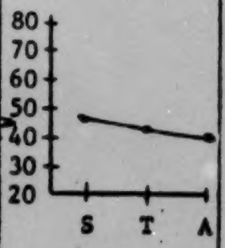
Therefore, we get two types of coalitional distributions. One is that there is an even distribution across groups because groups are equally participating in the system based on different interests. The other is that on various variables, different groups will dominate. Students, for example, will dominate on participation; teachers will dominate on leadership; administrators will dominate on communication. Looking at the table on the preceeding page, you can see that this is true of each of the four coalitional systems included in the table. It is also a classic coalitional characteristic that there is a majority rule for decision-making and communication is divided into groups.

Coalitional-A school is an excellent example of an ideal coalitional system. Administrators and students take a major role in participation, administrators and students take a major role in leadership compared to other schools. Students take a major role in communication and there is an even distribution in influence. As you can see, a new group dominates the distribution across the various variables. There is a majority rule and a merit-base for leadership. Coalitional-B school is also a good example of a coalitional system of a different sort. There is a much more even distribution across most of the characteristics in the system, meaning that the coalitions or groups which are participating are more balanced and have more widespread interest than the narrow interests that seem to exist at Coalitional-A school. Coalitional-C and Coalitional-D schools are also clear coalitional systems, but less typical of the pattern than either of the previous schools.

We can conclude from this analysis that there are at least five different kinds of systems operating in the schools in our study. We have a dominant, bureaucratic pattern which is common to all schools in the sample. However, we also have a series of underlying patterns which are demonstrably different in the schools under study. We have actually two types of participant systems, both ideal participant and directed participant. We have one type of elite system, one type of bureaucratic system with some additional variation, and one type of coalitional system. We, therefore, have five distinct types of patterns underlying the basic bureaucratic school political system type.

We also collected teacher and administrator data on political system types. The number of cases was too small to undergo an analysis on this data comparable to that done with students. The data on teachers and administrators for individual schools was presented at the knowledge utilization conference held in December, 1974.

## TABLE 7: COALITIONAL SYSTEMS

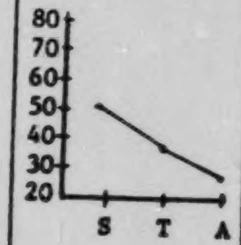
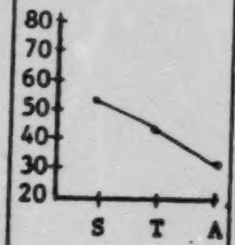
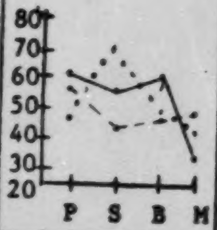
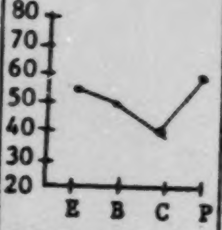
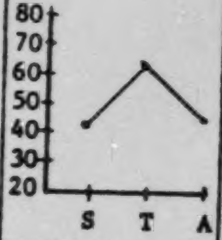
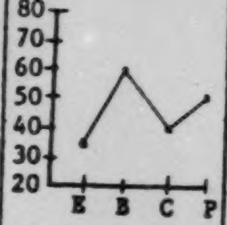
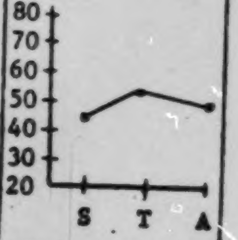
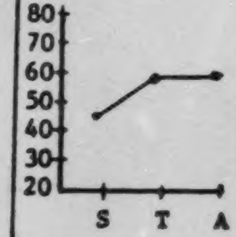
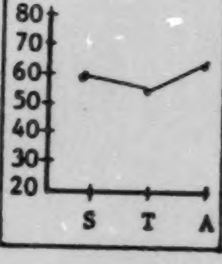
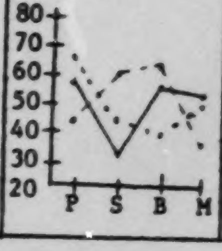
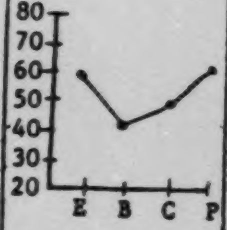
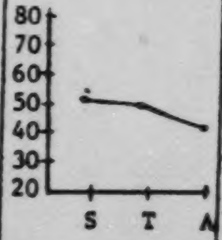
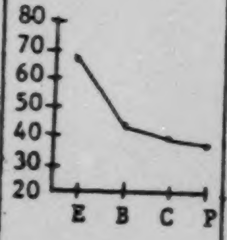
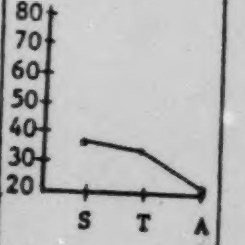
| Variables / Schools | PARTICIPATION | LEADERSHIP | | DECISION-MAKING | COMMUNICATION | | INFLUENCE |
|---|---|---|---|---|---|---|---|
| | (Distribution) | (Distribution) | (Style) | (Inclusiveness) | (Distribution) | (Connectedness) | (Use of Position) |
| Coalitional A | Administrators, Students Major Role<br> | Administrators, Students Major Role<br> | Merit<br> | Majority<br> | Students Major Role.<br> | Divided Among Groups<br> | Even Distribution<br> |
| Coalitional B | Even Distribution<br> | Students Major Role<br> | Variety Across Groups<br> | A Few Groups<br> | Students, Administrators Major Role<br> | Divided Among Groups<br> | Even Distribution<br> |

S = Students
T = Teachers
A = Administrators

P = Power
S = Status
B = Bargaining
M = Merit

E = Elite System: one-man rule, one group dominates information flow
B = Bureaucratic System: plurality rule; funnel for information
C = Coalitional System: majority rule; information divided among groups
P = Participant System: consensus rule; all share information

## TABLE 7: COALITIONAL SYSTEMS (CONTINUED)

| Variables / Schools | PARTICIPATION | LEADERSHIP | | DECISION-MAKING | COMMUNICATION | | INFLUENCE |
|---|---|---|---|---|---|---|---|
| | (Distribution) | (Distribution) | (Style) | (Inclusiveness) | (Distribution) | (Connectedness) | (Use of Position) |
| Coalitional C | Students Major Role  | Students Major Role  | Variety Across Groups  | Everyone  | Teachers Major Role  | Funnel Through Groups  | Even Distribution  |
| Coalitional D | Administrators Teachers Major Role  | Even Distribution  | Variety Across Groups  | Everyone  | Students, Teachers Major Role  | One Group Dominates  | Students, Teachers Major Role  |

## PART D: WITHIN-SCHOOL POLITICAL SETTINGS

In addition to studying the school as an entire political setting, we also examined within-school political activities. We have called these activities behavior settings -- referring to circumstances in which political decision-making is carried out in the school. These include clubs, committees, councils, and non-classroom academic organizations such as school newspapers and language clubs.

We studied these groups for two principal reasons. First, because the main purpose of the project was to describe school political life, describing various decision-making activities in these groups allows us to make a more complete description of political patterns. Second, study of these groups might enable us to explain some of the connections found to exist between school system level characteristics and student attitudes and behavior.

We have not yet explored how student participation in the various within-school groups might affect political attitudes and behavior. But we have begun description of the groups and the political patterns within them. What we have looked for is which settings are seen as important by students; who participates in them; and how they participate. Also, we examined the kind of decisions that were made and what processes were used to make them. To study the group activities, we used two means -- a short questionnaire filled out by participants in the group, and observation of the group's activities.

### Describing the Behavior Settings

To determine which groups to study in a particular school, the sample of 200 students was asked the following question:

> "Most activities in schools are carried out in groups. For example, clubs, councils, committees, and even academic classes meet and make plans and decisions. Meetings such as these may be conducted by students, teachers or administrators. Please list up to five groups which you think are most actively involved in planning important decisions in your school. Please list the complete name of the group, or at least clearly describe it."

The responses to this question have been tabulated by school, and are presented in Table 8. This table contains percentages of the total number of students who responded with a particular group. For School A, for example, 73% of the students responded by writing in the student council in one of the five blanks provided.

One striking feature of the table is that student governance groups are named at a much higher rate than any other type of group.

Table 8

Groups Named at Least 15 Times as Involved in Important Decisions in Schools (Percentages)

| Groups by Type | School A | School N | School UA | School B | School C | School G | School GC | School H | School L | School M | School O | School U | School UH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School Governance | | | | | | | | | | | | | |
| Student Council/Senate | 73% | 77% | 89% | 76% | 79% | 68% | 67% | 70% | 71% | 53% | 37% | 60% | 93% |
| Student Grievance Committee | 18 | | | | | | | | | | | | |
| Dress Code Committee | | | | | | 8 | | | | | | | |
| Activities Council | | | | | | | | | | | | 28 | |
| Class Officers/Council | 31 | 34 | 17 | 15 | 19 | 13 | 19 | 22 | 8 | 11 | 14 | 33 | |
| Class Committee | | | | | 14 | | | | | | | | |
| Principal's Advisory Board | | 10 | 27 | | | | | | | | | | |
| Student/Teacher Liason | 10 | | | 13 | | | | | | | | | |
| Academic-Related Student Groups | | | | | | | | | | | | | |
| School Newspaper | | | | | 8 | | | 9 | | | | | 10 |
| Drama/Speech Clubs | | | | | 12 | | | | | | | | 26 |
| Language Clubs | | | | | 25 | 7 | | | 18 | | | | |
| Science Club | | | | | 13 | | | | | | | | |
| Political Science Club | 24 | | | | | | | | | | | | |
| Art Club | | | | | | | | | 7 | | | | |
| Music Club | | | | | | | | 9 | | | | | |
| Athletics-Related Student Groups | | | | | | | | | | | | | |
| Athletics Teams | | | | 12 | | | | 10 | | | | | 28 |
| Pep Club | | | | | 8 | | | 27 | | | | 13 | 11 |
| Varsity Club | | | 8 | 17 | 39 | | | 17 | | | | 30 | |
| Vocation-Related Student Groups | | | | | | | | | | | | | |
| Future Teachers | | | | | | | | 18 | | | | | |
| Future Farmers | | | | | | | | 22 | | | | | |
| Future Homemakers | | | | | | | | 9 | | | | | |

Table 8 (Continued)

| Groups by Type | School A | School N | School UA | School B | School C | School G | School GC | School H | School L | School M | School O | School U | School UH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Other Student Groups | | | | | | | | | | | | | |
| American Field Services | | | | | | | | | | | | | 15 |
| National Honor Society | 8 | | | | 15 | | 23 | 10 | | 11 | | 14 | |
| Leaders Club | | | 22 | | | | | | | | | | |
| Boys/Girls Service Clubs | | | | | | | | | 72 | | | | |
| Boys/Girls Leagues | | | | | | | | | | | 27 | | |
| Pride in School G Club | | | | | | 28 | | | | | | | |
| Informal Student Factions | 18 | | | | 13 | | 11 | | | 22 | | | |
| School Adult Groups | | | | | | | | | | | | | |
| Administrators | 35 | 32 | 27 | 19 | 21 | 21 | 29 | 23 | 19 | 16 | 17 | 21 | 32 |
| Teachers | 28 | 28 | 15 | 20 | 18 | 11 | 19 | 25 | 13 | 14 | 9 | 15 | 33 |
| School Board | 30 | 30 | 27 | 17 | 18 | 12 | 12 | 31 | 19 | | | | |
| PTA | | | 9 | | | | | 8 | 7 | | | 14 | |

Notes: 1. All figures are percentages
2. Each group had to be named at least 15 times to be included

Apparently students believe student councils and other such groups are involved in making important school decisions. This may have to do with the kinds of decisions students believe to be important to them. As discussed above, decisions about school rules which affect students seem most important. The specific governance groups mentioned are involved in rule-related decisions: a dress code committee, an activity council, a student grievance committee, and student councils are all examples. The principal's advisory boards and teacher/student liason committee would also presumably be giving advice and reactions about rules if not initiating rule-related decisions.

What is surprising is that teachers and administrators are named less often than student governance groups. This is probably explained by the directions to the students in the questionnaire. These directions called for groups which make decisions in organized settings, rather than in informal or individual circumstances. Thus, the principal, who makes numerous decisions by him or herself, has received far fewer mentions than if the directions to the questions were different. This is confirmed, of course, by the data about influence of various school actors which was discussed above. That showed clearly that administrators and teachers are believed by students to have more influence in school decision-making than the students themselves.

The academic-oriented student groups which are frequently named seem concentrated in a few schools. Similarly, athletic-oriented groups are concentrated in less than half of the schools. One school is the site of the vocation-oriented groups. Among the uncategorized student groups, the National Honor Society is the only group mentioned across as many as six of the thirteen schools.

Examining the school adult groups reveals surprises, although it is interesting that there is considerable variation in the frequency which the school board is mentioned as being involved in important decision-making. In only three of the thirteen schools are teachers mentioned more frequently as a group than administrators, and only by slim margins in those three schools.

These tabulations show that student governance groups -- particularly student councils -- are believed by students to be involved in making important school decisions. Academic-oriented groups are found as important in only some of the schools; athletic groups are also named as important in only a few schools. Surprisingly, the academic-oriented and athletic-oriented groups are likely to be found together in the same schools, rather than one group of schools having one type of group, and another group of schools the other kind.

## Decisions in Behavior Settings

One way we began to analyze the data was to look at decisions which students had determined were important in their school. This data was interesting in and of itself, for we found that the types of decisions that were listed by students were different across schools and yet held some similarities. The table on the next two pages indicates on a school by school basis, the decisions that students thought were important. The numbers in the cells in the table refer to percents of students responding that the decisions were important to them. For example, in the first line of the table under School L, 44.1% responded that questions about courses and which courses students should take, and which courses should be offered, were important to them.

The table is divided into four parts: curriculum decisions, school rules, student activities, and miscellaneous. It's interesting to note that in several schools, curriculum decisions were the top kind of decision identified by students. School UH, for example, the top kind of decision identified by students was the final exam option which we classified as a curriculum decision. At School L concern about which courses would be offered constituted 44.1% of the student responses. At School G, however, school rules, specifically smoking, rated top priority among students with 66.7% of the students responding that the smoking issue was an important issue to them. On the other hand, at School UA, it appears that student activity issues, such as the creation and function of student centers, is an issue that is of high priority with students with 53.5% of the students responding that this was an important issue. All of these areas were important to some schools and not as important to others.

It is also interesting to note that there were some issues which were universally highly mentioned by the students. The most frequent issue mentioned by students was smoking. It was the most frequently chosen among students at Schools G, UA, N, M and GC. It was the second most frequently named issueat Schools L and H. The smoking issue was followed closely by the dress code issue, and the dress code issue was followed by the open campus issue. Therefore, it seems safe to say that issues about school rules -- such as smoking, the dress code, and open campus -- seem to be of central concern to students across schools.

This kind of look at the decisions is interesting in itself. It also indicates that there may be some real difference in terms of the substance of the decisions across schools. Simultaneously, we learn that there are some issues which students seem to mention frequently across all schools.

Table 9

School Political Decisions Identified As Important By Students*

| * All figures are percentages | School UH | School A | School G | School L | School U | School UA | School O | School N | School B | School H | School C | School M | School GC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I. Curriculum Decisions | | | | | | | | | | | | | |
| Courses | | 21.9 | 10.4 | 44.1 | 27.3 | 14.4 | | 23.9 | 34.2 | 14.6 | 29.7 | | |
| Pass-fail Option | 32.2 | | | | | | | | | | | | |
| Final Exam Option | 73.4 | | | | | | | | | | | | |
| Change in Grading Period | | | | | 17.0 | | | | | | | | |
| Cut-back in Teachers and Classes | | | | | | 8.6 | | | | | | | |
| II. School Rules | | | | | | | | | | | | | |
| Smoking | 57.3 | 39.5 | 66.7 | 31.3 | 20.5 | 95.1 | 18.4 | 76.7 | 11.9 | 39.6 | 19.2 | 34.3 | 47.7 |
| Dress Code | | 11.9 | 31.6 | 11.0 | 12.0 | 14.0 | | | 16.3 | 69.8 | 48.9 | 13.3 | 12.3 |
| Open Campus | 58.2 | 76.2 | 17.4 | 6.6 | | 7.0 | | 14.8 | 61.4 | | | | 9.9 |
| Hall Passes | | 42.9 | | | 36.1 | | 14.5 | | | | | 15.5 | |
| Cutting Class | | | | | 9.3 | 11.1 | 46.9 | 9.0 | | | | | |
| Tardiness | | | | | | | 15.6 | | | | | 13.3 | |
| Conduct Off School Grounds | | | | | | | | | | | 27.6 | | |
| Boy-Girl Relationships | | | | | | | | | | | 16.1 | | |

TABLE 9 (continued)

| | School UH | School A | School G | School L | School U | School UA | School O | School N | School B | School H | School C | School M | School GC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Access to Cars | | | | 11.5 | | | | | | | | | |
| Access to School | | | | | | | | | | | | 27.1 | |
| Teachers Acting As Security Guards | | | | | 14.8 | | | | | | | | |
| Off Duty Policemen Let Go | | | | | | 6.2 | | | | | | | |
| III. Student Activities | | | | | | | | | | | | | |
| Dances, Parties, Rock Concerts, Juke Box | | | 13.7 | | | | | | 25.0 | | 18.2 | | 24.6 |
| Junior-Senior Prom | | | 13.7 | | | | | | 8.1 | | | | |
| Student Centers | | | | | | 53.5 | | | | | | | |
| Class or Student Council | 17.2 | | 21.3 | | | | | | | | | | |
| Use of Cafeteria | | 8.6 | 8.7 | | | | | | | | | | 26.9 |
| Coke Machine | | | | | | | | | | 8.3 | | | |
| IV. Miscellaneous | | | | | | | | | | | | | |
| Enlarging or Consolidating School | | | 20.8 | 7.0 | | | | 22.7 | 13.6 | | | | |
| Unintelligible or No Response | | | 19.1 | 23.3 | 17.5 | | 28.4 | 9.7 | 12.5 | 15.1 | 9.3 | 27.1 | 25.7 |

## PART E: ATTITUDES TOWARD SCHOOL AND SOCIETY

This study examined student political and social attitudes toward their own school and toward society in general. Student political and social attitudes are potential outcomes of school systemic political processes. Student responses to part of the "hidden curriculum" of the school -- the organization and processes within which school decisions are made and communicated -- can take the form of positive or negative attitudes toward the school and toward society as a whole.

### Attitudes

Four attitudes are included in this research: trust, integration, confidence, and interest. Trust refers to the belief that human behavior is consistent and governed by positive motivations such as principles like justice. A specific application of the concept trust is made in studies which investigate political cynicism.[7] Cynicism is the opposite of trust. Jennings and Niemi, in summarizing cross-sectional school research, suggest that children's trust of national political figures and processes is high in the elementary school years, but this trust erodes during junior and senior high school, and is replaced by increasing cynicism in adult years.[8] Ehman confirmed the high school trust erosion phenomenon with logitudinal data.[9]

Integration refers to the belief that one is connected to one's social environment, and not cut off or alienated from it. Integration, and its opposite, alienation, as well as a related concept, anomia, have been conceptualized and operationalized by Dean, Seeman, and Srole, among others.[10]

---

[7] For a discussion of the relationship between personal trust and politics, see Morris Rosenberg, "Misanthropy and Political Ideology," American Sociological Review, Vol. 21, 1956; for the conceptualization and operationalization of political cynicism, see Robert E. Agger, et. al.,"Political Cynicism: Measurement and Meaning," Journal of Politics, 23:477-506, August, 1961.

[8] M. Kent Jennings and Richard G. Niemi, "Patterns of Political Learning," Howard Educational Review, Vol. 30, Summer, 1968, pp. 462-65.

[9] Lee H. Ehman, "Political Socialization and the High School Social Studies Curriculum" Unpublished Ph.D. dissertation, University of Michigan, 1969, pp. 63-84.

[10] Dwight G. Dean, "Alienation: Its Meaning and Measurement," American Sociological Review, 26:753-8, 1961; M. Seeman, "On the Meaning of Alienation," American Sociological Review, 24:783-91, 1959; Leo Srole, "Social Integration and Certain Corrolaries," American Sociological Review, 21:710-16, December, 1956.

Anomia consists of multiple dimensions, including connectedness to social surroundings, or what we are referring to as integration, as well as personal powerlessness and the belief that society is normless. Little research on integration in secondary schools has been conducted, despite the extensive and popular educational writing about alienation of school youth. Ziblatt found that participation in high school activities was associated with feelings of integration in the high school status system.[11]

Confidence is defined as the belief that one's actions can have an effect on political activities. It is analogous to, but more general than, the concept political efficacy. Almond and Verba found in a cross-cultural study that student verbal participation in school classes (and other social settings) was associated with adult feelings of competence to understand and act in the political arena.[12] Political efficacy is a more widely-used concept. Easton and Dennis summarized the research relating to political efficacy, and found early development of this attitude in pre-high school students, as early as the third grade.[13] They suggest that this might offset the growth, during adulthood, of frustration, disillusionment, and rising cynicism with participation in a modern mass political system.

Interest refers to the set of beliefs that predispose one to respond positively toward political situations. An attitude of interest toward political activity and situations is a logical base upon which individual political behavior must rest and is another important school-related dimension for study.

Each attitude has been conceptualized as having two referents in this study -- the student's own school and society in general. Although it seems more reasonable that school system variables would be more closely linked to school-related attitudes than to general society-related attitudes, it also seemed important to include the latter attitudes because of their greater relative significance for the political order as a whole.

---

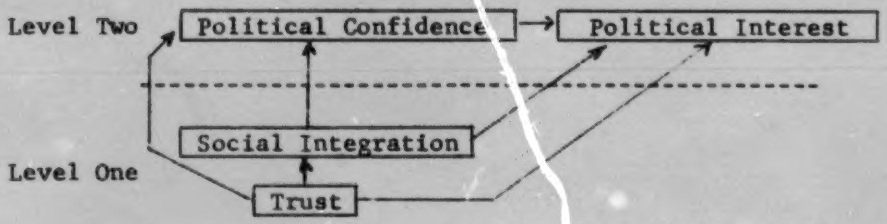
[11] David Ziblatt, "High School Extracurricular Activities and Political Socialization," Annals of the American Academy of Political and Social Sciences, 361: 20-31, 1965.

[12] Gabriel A. Almond and Sidney Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations, Princeton, N.J.: Princeton University Press, 1963.

[13] David Easton and Jack Dennis, "The Child's Acquisition of Regime Norms: Political Efficacy," American Political Science Review, 61: 25-38, March, 1968.

There should be an implicit structure, or set of hierarchical relationships, between these four attitudes. Trust and integration should be more basic than, and prerequisite to, confidence. Before confidence in one's ability to affect political processes can be established, some degree of trust in others, and a sense of integration with one's social surroundings are necessary. Furthermore, trust should be more basic than integration. Before one can feel a part of one's general social surroundings, some feelings of trust in others are necessary. Interest should be more strongly related to confidence than to the other two attitudes, trust and integration, because the latter two do not necessarily presuppose interest, but confidence does require interest as its basis. Figure 1 shows this hypothesized attitude structure within two levels in the attitude hierarchy.

Figure 1 -- Structural Relationships Between Student General Attitude Dimensions



The attitudes were operationalized by a set of 80 attitude items. In order to determine if the political attitude items represented the same discrete dimensions for which they were constructed, they were factor analyzed. Oblique rotations were used because it was hypothesized that the dimensions of interest, trust, social integration and confidence would be associated, rather than independent, in the attitude structures of the student sample.[14]

All 2,546 student responses on the 80 items were used, and each of the four attitudes was specified by two referents -- the general society as one referent, and the school as the other. Thus, eight, rather than four dimensions, were expected, and the analysis was conducted in parallel: the school-related items were analyzed separately from the general society-related items. The expected dimensions were:

---

[14] The Statistical Package for the Social Sciences factor analysis computer program was used. Delta, the parameter used by the analyist to produce a more or less correlated set of factors, was set at +.30 for a moderately oblique solution. See Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences, New York: McGraw-Hill, 1970, pp. 208-44.

| General Society-Related | School-Related |
|---|---|
| 1. General Political Interest | 5. School Political Interest |
| 2. General Trust in People | 6. Trust in People at School |
| 3. General Social Integration | 7. Social Integration Within the School |
| 4. General Political Confidence | 8. School Political Confidence |

## General Society-Related Attitudes

The 40 items for the four general attitudes are listed in Appendix F. Responses were made on a scale of five points: strongly disagree, disagree, uncertain, agree and strongly agree. The factor loadings of the items on the four factors and the Cronbach internal consistency coefficient, alpha, are shown in Table 10.

Table 10 shows that the 10 interest items loaded from .642 to .923 on factor I. In contrast, no item from another group had a factor loading on factor I higher than .287. Factor I, therefore, was judged to tap general political interest. Factor II was identified as general political trust. Although the loadings of the 10 trust items are not as high as the interest items on Factor I, varying from .259 to .542, the non-trust item loadings are quite low on this factor, with only two reaching as high as -.173 and -.171. Factor III was identified as general political confidence. Loadings for those 10 items ranged from .418 to .743, and the highest non-confidence item loading was .211. The 10 general social integration items loaded from .254 to .573 on Factor IV. The highest item loading from any other group was .188. Factor IV was, therefore, identified as representing general social integration. Overall, these 40 items do appear to represent a clear set of four political attitudes toward society in general.

## TABLE 10
## Factor Loadings of Forty General Societal Attitude Items on Four Factors

| | | Factors | | | |
|---|---|---|---|---|---|
| Item Group | Item No. | I General Political Interest | II General Trust In People | III General Political Confidence | IV General Social Integration |
| General Trust | 1 | -.129 | .504 | -.013 | -.027 |
| | 2 | .006 | .337 | -.078 | -.044 |
| | 3 | -.062 | .345 | -.002 | .188 |
| | 4 | -.027 | .460 | .012 | -.033 |
| | 5 | .037 | .508 | -.023 | -.000 |
| Alpha = .70 | 6 | .088 | .389 | -.068 | .066 |
| | 7 | -.058 | .259 | .211 | -.025 |
| | 8 | .020 | .500 | -.004 | -.042 |
| | 9 | .012 | .542 | .027 | -.002 |
| | 10 | -.029 | .491 | .059 | -.046 |
| General Interest | 1 | .751 | -.009 | -.065 | -.048 |
| | 2 | .808 | -.008 | -.022 | -.106 |
| | 3 | .858 | -.062 | -.133 | -.102 |
| | 4 | .669 | .065 | -.122 | -.062 |
| | 5 | .701 | -.097 | .066 | -.059 |
| Alpha = .82 | 6 | .821 | .096 | -.032 | -.013 |
| | 7 | .823 | .051 | -.078 | -.081 |
| | 8 | .923 | -.049 | -.038 | -.098 |
| | 9 | .642 | -.027 | -.013 | .053 |
| | 10 | .730 | -.075 | .099 | -.075 |
| General Confidence | 1 | .086 | -.043 | .488 | -.014 |
| | 2 | -.001 | -.173 | .611 | -.027 |
| | 3 | -.039 | .152 | .418 | .119 |
| | 4 | .078 | -.026 | .655 | -.005 |
| | 5 | .070 | -.039 | .693 | -.068 |
| Alpha = .83 | 6 | -.092 | .067 | .478 | .098 |
| | 7 | .250 | -.073 | .626 | -.095 |
| | 8 | -.094 | .030 | .529 | -.180 |
| | 9 | .071 | -.061 | .743 | -.066 |
| | 10 | -.187 | .013 | .656 | .101 |

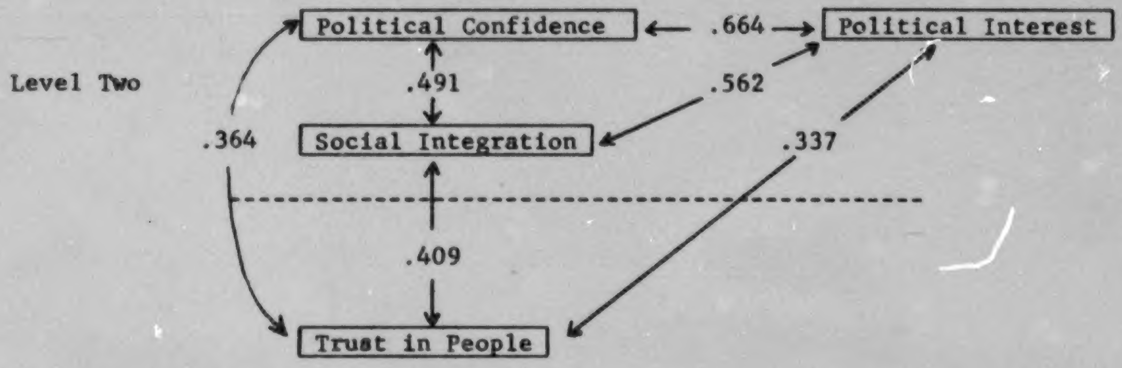
TABLE 10 (Continued)

| | | | | | |
|---|---|---|---|---|---|
| General Integration | 1 | -.144 | .131 | .079 | .484 |
| | 2 | .287 | -.100 | .023 | .270 |
| | 3 | .079 | -.111 | -.025 | .492 |
| | 4 | -.067 | .013 | -.034 | .401 |
| Alpha = .70 | 5 | -.000 | .150 | -.050 | .254 |
| | 6 | -.045 | .158 | -.001 | .481 |
| | 7 | -.071 | -.171 | .078 | .351 |
| | 8 | .071 | .080 | -.172 | .454 |
| | 9 | .007 | .043 | -.012 | .573 |
| | 10 | .267 | -.065 | -.084 | .414 |

If the previous conceptualization of the hierarchical structure of these attitudes is correct, the intercorrelations between the four factors should reflect this structure. The magnitude of the factor intercorrelations are inverse representations of distance between the factors. The correlation between trust and integration should be higher than between trust and confidence, because the former pair is more closely adjacent in the structure than the latter pair. The correlation between integration and confidence should be higher than between either of these two variables and trust, because it represents a within-level, rather than an across-level, distance.

This structure is confirmed by the intercorrelations between factors presented in Figure 2. The trust-integration correlation (.409) is higher than the trust-confidence correlation (.364), and the correlation between integration and confidence (.491) is higher

Figure 2
Structural Relationships Between
Student General Attitude Dimensions*



*Figures are correlation coefficients between factors from oblique factor solution described above.

than either of the other two. Not only is the predicted structure among these three attitude dimensions confirmed, but the theoretical relationships between political interest and the three attitudes are also supported. The relative distances between interest on one hand, and trust, integration and confidence on the other, should increase monotonically. As Figure 2 shows, the correlations are: interest-trust, .337; interest-integration, .562; and interest-confidence, .664. Thus, interest also fits the suggested theoretical hierarchy.

In summary, the 40 general attitude items appear to represent four internally consistent attitude dimensions whose empirical interrelationships make theoretical sense.

## School-Related Attitudes

The 40 items for the four school-related attitudes are listed in Appendix G. Responses were made on the same five-point scale as used for the general attitude items. The factor loadings of the items on the four factors are shown in Table 11. As was the case for the general attitude items, the two factors representing school political interest and confidence are relatively clear and strong. Factor II, representing interest, has loadings from -.556 to -.895; the highest non-interest item loading was -.285. Factor IV, confidence, has loadings from -.336 to -.630, except for item number 2. This item failed to load very highly on any factor -- its highest loading on any factor was .153, and, therefore, is judged to be a very weak item. This item states: "I am the kind of person whose support for one side in a school decision would hurt more than help it." The wording is confusing, with a kind of embedded double negative with respect to the confidence construct which apparently causes interpretive difficulties for the students. Aside from this problem, these two factors are consistent with the intended dimensionality of the items.

Factors I and III, which should be integration and trust, present a confused picture. Factor I has loadings on the 9 integration within school items ranging from .202 to .598. However, several of the 10 trust items, 1, 4, 5, 6, and 8, also load high on this factor. Examination of the trust item loadings on Factor III shows that items 2, 3, 7, 9 and 10 load highest on this factor.

The specific trust items loading on Factor III all contain a common element not present in the other five trust items; trust in the teachers or school administrators is suggested in items 2, 3, 7, 9 and 10, while trust in other students is implied in the others. This suggests that there may be a five-factor, rather than a four-factor solution for these 40 items. To test this notion, the factor analysis was performed again for a five-factor solution. The results are shown in Table 12. As seen there, Factors II and IV, interest and confidence, are nearly identical to the corresponding factors in the four-factor solution.

## TABLE 11
## Factor Loadings of Forty School Attitude Items on Four Factors

| | | Factors | | | |
|---|---|---|---|---|---|
| | | I | II | III | IV |
| Item Group | Item No. | Integration Within School | School Political Interest | Trust in School People | School Political Confidence |
| School Confidence | 1 | .082 | .001 | .091 | -.475 |
| | 2 | .153 | .001 | -.045 | -.119 |
| | 3 | -.063 | .022 | -.041 | -.630 |
| | 4 | .150 | .043 | -.060 | -.336 |
| | 5 | .135 | .090 | -.194 | -.550 |
| | 6 | -.176 | -.028 | -.189 | -.538 |
| | 7 | -.127 | -.037 | .099 | -.615 |
| | 8 | -.084 | -.027 | -.265 | -.543 |
| | 9 | .044 | .062 | .199 | -.506 |
| | 10 | .072 | -.026 | -.227 | -.492 |
| | 11 | .149 | .043 | .174 | -.465 |
| School Integration | 1 | .312 | -.191 | .180 | -.062 |
| | 2 | .293 | -.285 | .113 | -.028 |
| | 3 | .507 | -.191 | .031 | .080 |
| | 4 | .410 | -.181 | .079 | -.086 |
| | 5 | .250 | -.090 | .092 | -.072 |
| | 6 | .598 | -.061 | .131 | .023 |
| | 7 | .202 | -.048 | -.085 | -.088 |
| | 8 | .421 | .140 | -.058 | -.120 |
| | 9 | .395 | -.255 | .023 | .053 |
| School Interest | 1 | .171 | -.653 | .110 | .036 |
| | 2 | .005 | -.808 | -.096 | .160 |
| | 3 | -.118 | -.715 | -.022 | .015 |
| | 4 | -.109 | -.627 | .017 | -.040 |
| | 5 | -.124 | -.895 | -.052 | .114 |
| | 6 | -.066 | -.770 | .076 | -.074 |
| | 7 | .106 | -.607 | .008 | -.010 |
| | 8 | .149 | -.562 | .042 | .022 |
| | 9 | -.026 | -.556 | -.113 | -.012 |
| | 10 | -.129 | -.890 | -.034 | .096 |
| School Trust | 1 | .632 | .054 | -.118 | .117 |
| | 2 | .215 | -.136 | -.423 | .051 |
| | 3 | .254 | -.050 | -.515 | -.024 |
| | 4 | .266 | -.061 | -.222 | -.036 |
| | 5 | .337 | .035 | -.081 | .019 |
| | 6 | .447 | .140 | -.133 | -.046 |
| | 7 | .083 | -.073 | -.608 | -.062 |
| | 8 | .456 | .071 | -.076 | -.107 |
| | 9 | .124 | -.040 | -.501 | -.194 |
| | 10 | .254 | -.014 | -.443 | -.151 |

## TABLE 12
## Factor Loadings of Forty School Attitude Items on Five Factors

| Item Group | Item No. | Factors<br>I<br>Integration Within School | <br>II<br>School Political Interest | <br>III<br>Trust In School Adults | <br>IV<br>School Political Confidence | <br>V<br>Trust In Other Students |
|---|---|---|---|---|---|---|
| School Confidence | 1 | .081 | -.010 | .076 | -.497 | .022 |
| | 2 | .169 | .018 | -.102 | -.134 | -.004 |
| | 3 | -.056 | .013 | -.024 | -.616 | -.013 |
| Alpha = .78 | 4 | .210 | .070 | -.135 | -.359 | -.051 |
| | 5 | .114 | .110 | -.244 | -.557 | .015 |
| | 6 | -.122 | -.021 | -.171 | -.419 | -.094 |
| | 7 | -.048 | -.052 | .119 | -.606 | -.078 |
| | 8 | -.088 | -.017 | -.256 | -.524 | -.033 |
| | 9 | -.056 | .027 | .259 | -.508 | .141 |
| | 10 | .072 | -.006 | -.266 | -.493 | -.018 |
| | 11 | .114 | .022 | .160 | -.472 | .075 |
| School Integration | 1 | .287 | -.198 | .120 | -.086 | .077 |
| | 2 | .366 | -.272 | .020 | -.059 | -.027 |
| | 3 | .493 | -.167 | -.097 | .054 | .095 |
| | 4 | .305 | -.186 | .012 | -.110 | .156 |
| Alpha = .74 | 5 | .215 | -.091 | .043 | -.090 | .071 |
| | 6 | .306 | -.089 | .088 | .005 | .380 |
| | 7 | .256 | -.016 | -.177 | -.112 | -.045 |
| | 8 | .147 | .125 | -.078 | -.123 | .327 |
| | 9 | .202 | -.271 | -.005 | .042 | .235 |
| School Interest | 1 | .252 | -.655 | .053 | .015 | -.074 |
| | 2 | -.004 | -.818 | -.079 | .169 | -.026 |
| | 3 | -.075 | -.731 | .013 | .028 | -.080 |
| | 4 | -.058 | -.644 | .048 | -.030 | -.082 |
| | 5 | -.125 | -.925 | .004 | .135 | -.051 |
| Alpha = .90 | 6 | .051 | -.780 | .074 | -.077 | -.146 |
| | 7 | .039 | -.630 | .025 | -.004 | .064 |
| | 8 | .128 | -.574 | .025 | .015 | .025 |
| | 9 | -.063 | -.569 | -.084 | .001 | .003 |
| | 10 | -.121 | -.920 | .022 | .117 | -.057 |
| Trust in School Teachers/Administrators | 1 | .115 | -.103 | -.490 | .051 | .063 |
| | 2 | .109 | -.012 | -.588 | -.023 | .103 |
| | 3 | -.168 | -.059 | -.581 | -.030 | .190 |
| Alpha = .77 | 4 | -.092 | -.027 | -.488 | -.170 | .176 |
| | 5 | .047 | .005 | -.470 | -.142 | .186 |
| Trust in Other Students at School | 1 | .210 | .034 | -.141 | .116 | .496 |
| | 2 | .025 | -.068 | -.215 | -.022 | .756 |
| | 3 | -.120 | -.015 | .013 | .076 | .552 |
| Alpha = .64 | 4 | -.065 | .098 | .056 | .003 | .619 |
| | 5 | -.022 | .028 | -.003 | -.068 | .587 |

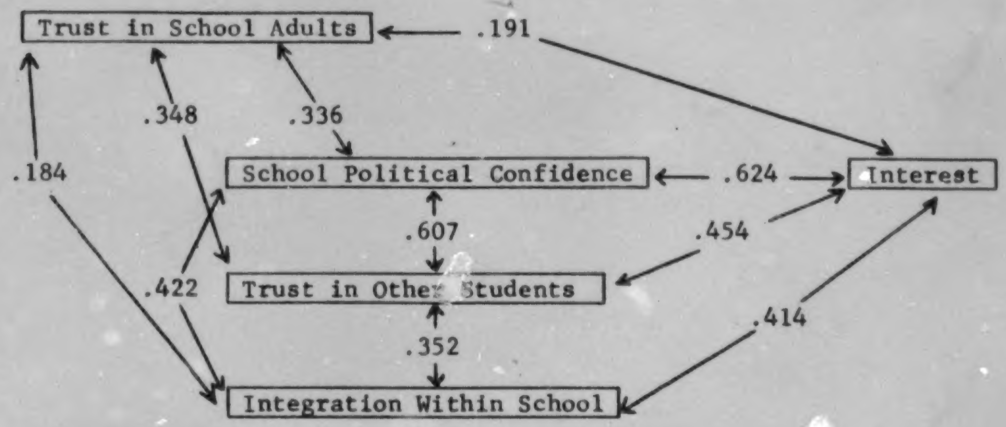
On Factor I, integration, the loadings of items from the integration items are rather low, ranging from .147 to .493. The major apparent problem is that several integration items also loaded moderately on the trust in other students factor, Factor V. It seems clear that integration within the school and trust in other students are intimately bound together in the students' attitude structures. Factors III and V now represent trust in school adults and trust in other students, respectively. The loadings show clear factors, except for item number 2 in Factor V, where the absolute value of the loadings on the two factors are nearly equal, -.215 and .256. Examination of this item shows there is probably confusion as to whether the "leaders" referred to in the item are students, adults or both. The item reads: "Leaders in my school would like to make it a better place."

Factors III and V do show that the original conception of the attitude "Trust in people at school" did not produce a clear empirical fit, and that there are five rather than four distinct attitude dimensions in the 40 items under analysis.

The intercorrelations among the five school attitude factors do not present the same structure as did the general attitude dimensions; they are shown in Figure 3, which shows the most parsimonious attitude structure which includes all five dimensions. As can be seen, trust in teachers and administrators seems not to fit well in any position, with very long distance between it and interest (.191) and integration (.184). It is closer to trust in other students (.348) and confidence (.336). The former connection might be expected simply on the basis of a mutual connection with an underlying general trust in people. The connection with confidence suggests that students with higher trust in school adults are less likely to reason that teachers and administrators are arbitrary and unresponsive; therefore, the efforts of students to influence the school social organization are more likely to succeed. The structure might also mean that political confidence is necessary before trust in school adults can exist, perhaps because it is only those with confidence that will engage in school activities in which they will come to view adults in a trusting light. In any case, trust in school adults is clearly at the level two in the attitude structure.

Figure 3 also shows a reversal in the relative position of trust (in other students) and integration. Ordered as shown, all but one of the intercorrelation comparisons among the four attitudes (not including trust in school adults) are parallel to that of the students' general attitude structure discussed earlier. The exception is that the integration-trust correlation (.352) is lower than the integration-confidence correlation (.422), even though the former pair is adjacent and the latter pair is not adjacent.

FIGURE 3
Structural Relationships Between Student
School-Related Attitude Dimensions*


Trust in School Adults
.191
.348
.336
.184
School Political Confidence
.624
Interest
.607
.454
.422
Trust in Other Students
.414
.352
Integration Within School

*Figures are correlation coefficients between factors from oblique factor solution described above.

Integration may be lower than trust in other students in the school settings because before trust can be established, a student must feel somewhat a part of the school before he or she can interact with other students in order to establish a sense of trust. For example, a student moving from a junior high school to a new senior high school, or from one high school to a new one, may at first view everyone with a lack of trust Slowly, as the student becomes familiar with the physical surroundings and social patterns, a sense of belonging starts to emerge. Instead of hurrying home from a foreign place in which he or she does not feel a part, the student begins to seek out friends and social activities, and learn to trust other students. Without feeling a part of the school, this interaction is much less likely, because the student will tend to minimize contact with the school that is not a positive part of his or her life. It would be much later, as the student begins to take an active part in school activities and decision-making, that trust in school adults would begin to form.

## School Political System Characteristics and Student Attitudes

There are two general approaches to relating school political system characteristics and student attitudes. First, the global school system typing into four types can be used to determine whether students in a particular type of school -- elite, bureaucratic, coalitional or participant -- have the same or different attitudes toward school and society. This approach uses the school system as the unit of analysis. Second, the student can be used as the unit of analysis. That is, individual school political system characteristics, as perceived by the individual student, can be related to individual student attitude scores, in a correlational analysis. Both of these analytic approaches are carried out below.

### Relationships Between School Systems Types and Student Attitudes

The relationships between general and school-related attitudes were also examined. If the school-related attitudes are in fact a special case of the more general attitudes, then the correlations between the parallel attitudes in this study should be high. In contrast, if the attitudes of students toward school are completely isolated from their attitudes toward society in general, then the correlations should be close to zero.

In order to determine which of these conditions exist, scores for each individual student were computed. Each student's response to each attitude item was assigned an integer score: strongly disagree = 1; disagree = 2; uncertain = 3; agree = 4; and strongly agree = 5. For negatively worded items the scoring was reversed, so that the higher the score, the more positive the response for each item in each scale. Then the mean score for all items in a scale was computed. If more than three responses in the 10-item scales, or one response in the 5-item scales, had missing data, the respondent's scale score was treated as missing data.

The resulting attitude scale scores for the 2,546 students were intercorrelated. The correlations between parallel general and school-related attitudes are substantial, as shown below:

| | |
|---|---|
| General Political Interest - School Political Interest | .70 |
| General Social Integration - School Integration | .69 |
| General Trust - School Trust in Students | .63 |
| General Trust - Trust in School Adults | .50 |
| General Political Confidence - School Political Confidence | .63 |

These strong relationships suggest that one possible root of general social and political attitudes are more specific attitudes toward school. The correlations can also suggest support for the opposite of this theory, as suggested by Dawson and Prewitt in their "generalization" theory of political socialization, in which youth are pictured as extending general social attitudes toward specific objects, such as the school.[15] We would argue, on the contrary, however, that students first form attitudes toward school and other institutions of which they are an active part, and then generalize these attitudes outward to the general society. Longitudinal data are needed before this conflict in interpretation can be resolved.

Another interesting idea is sparked by those correlations. The General Trust-Trust in Students correlation (.63) is in the same range as all other correlations except the General Trust-Trust in School Adults correlation, which is lower (.50). This suggests that school adults are perceived as a different group than those in general society; otherwise, the latter correlation should be at the higher level. Apparently, the school-specific activities by school adults evoke a different kind of trust by students because either the nature of those activities or the school context in which they are performed. The following analyses may shed light on this phenomenon.

The relationships between school political system types and student attitudes toward school should show interpretable patterns. By taking the grouping of schools into five system types as explained earlier in the paper, the attitude scale scores of all students in each of the schools in each system type were averaged. The resulting mean attitude scores are on a scale from 1.0 to 5.0 with 3.0 indicating the "uncertain" midpoint on the scale score. The means are presented in Table 13.

Table 13
Mean Attitude Scale Scores for Students
in Five School Political System Groups

| Attitudes | Elite | Bureaucratic | Coalitional | Directed Participant | Participant | Overall Mean |
|---|---|---|---|---|---|---|
| School Political Interest | 3.628 | 3.383 | 3.503 | 3.320 | 3.523 | 3.484 |
| School Integration | 3.688 | 3.601 | 3.629 | 3.536 | 3.771 | 3.638 |
| School Trust in Students | 3.364 | 3.410 | 3.450 | 3.390 | 3.576 | 3.423 |
| Trust in School Adults | 3.523 | 3.573 | 3.634 | 3.456 | 3.901 | 3.597 |
| School Political Confidence | 3.304 | 3.211 | 3.375 | 3.122 | 3.612 | 3.308 |
| Number of Schools in Group: | 3 | 4 | 4 | 1 | 1 | |

---

[15] Richard E. Dawson and Kenneth Prewitt, Political Socialization, Boston; Little, Brown and Company, 1969, pp. 72-3.

School political interest is highest in elite schools, and lowest in the directed participant school. The bureaucratic schools also have a below average interest level, while the levels for coalitional and participant schools are slightly above average. In the directed participant school the low interest level may be the result of high expectations for effective participation which have not been realized because of the "direction" exerted by teachers and administrators. If this explanation is accurate, then both the school confidence and trust in adults attitudes should also be low, and this is the case. The mean for trust in adults is 3.456, and that for school political confidence is 3.122; both are the lowest of all the five types.

Following the same pattern is the bureaucratic school group. School political interest is low, as is trust in school adults. Frustration is again a likely explanation, with students learning over a period of time that their actions aimed at influencing school decisions are continually softened by the bureaucratic influence layers. This may lead to less trust in adults at school, because these are the very people occupying the bureaucratic layers, and may also temper interest in changing school decisions and decision processes.

The high mean score on interest for the elite schools suggests that students in these schools do want to understand a process of decision-making that they respect, and for which they see the outcomes, but do not comprehend. They may also be interested in becoming a part of the elite itself. These same students are only slightly below average in school political confidence, but trust in both students and school adults is definitely low.

The participant and coalitional schools show student attitudes that are all above average, with the participant school students much more positive on all attitudes except interest. Scores on interest are only 3.523 and 3.320; in comparison with the elite school student mean of 3.628 on interest, these are low. It might be that because students in participant and coalitional schools understand the decision-making process better than those in other schools, their interest in finding out more is correspondingly less. Familiarity may not exactly breed contempt; perhaps indifference is the result instead.

As might be expected, integration, trust in students and school adults, and school political confidence are all above average for both participant and coalitional schools. Confidence and trust in school adults is strikingly high in the participant school; political action by students, when accomplished with adults rather than in spite of or for adults in school, apparently leads to confidence in students' own ability as well as trust in the adults.

It is interesting that for the coalitional schools, trust in students is lower than trust in school adults; this is the only school type for which this is true. One explanation might have to do with the bargaining nature of the decision-making process which is a distinctive element in the coalitional school. Bargaining might result in a student's beliefs about other students that these other students deliberately group together against him or her and strike agreements which work against his or her own group's interests.

Attitudes of school integration show only one surprise, that being the above average level for the elite schools. Otherwise, the bureaucratic and directed participant schools have below average levels of integration, and the coalitional and participant schools have above average levels. The elite school level of integration may be explained by reference to the appeal of the elite and the clear, if not well-taken, decision-making authority. Strong, authoritarian leadership often generates loyalty and a sense of togetherness; the small military unit provides an analogous example. This explanation, however, would be more convincing if the trust in school adults attitude were more positive, but this is not the case.

The patterns of school attitude levels for the five types of schools are interpretable, and tend to support the picture of these school types drawn above. The most negative attitudes are found in the directed participant school, in which the seemingly open opportunities for student political participation are matched by non-corresponding elite-oreinted leadership and decision-making patterns. The most positive attitudes are those of the participant school students; trust and confidence dimensions are very clearly positive for these students, just as they are negative for their directed participant school counterparts.

The general societal attitudes were analyzed in the same way that the school-related attitudes have been. The results are almost identical, with two minor exceptions. General political confidence was slightly above average for elite schools, and general trust was slightly above average for bureaucratic schools. Otherwise, the patterns were similar, although the magnitude of the difference of the means from the overall average was generally smaller for the general attitudes than for the school attitudes. This is to be expected, since the school factors should have a greater influence on school attitudes, while for the general attitudes there are other important forces shaping them.

These types of conclusions lead to the following summary of findings. Our study demonstrates that schools have general bureaucratic patterns of everyday political life which can be easily demonstrated. However, underlying this basic characterization, five different types of political systems can be found. The underlying characteristics of schools are not only different, but they seem to make a significant difference in the attitudes of students toward political participation and their political environment. Generally, students in schools with bureaucratic and directed participant underlying patterns of political life tend to have much more negative attitudes toward politics. They are less integrated, trusting and confident than other students. This finding alone suggests that more research needs to be done which searches beneath general characterizations of schools as bureaucratic systems.

## Relationships Between Individual School System Characteristics and Student Attitudes

Although the analysis of school system type -- student mean attitude score relationships reveals some interesting findings, it tells us little about the relative contribution of individual school systemic characteristics in predicting student attitudes. In the following section the individual system characteristics will be related to student attitudes toward school, using the student, rather than the school, as the unit of analysis.

Because many of the systems characteristic variables were operationalized as nominal, rather than ordinal or interval, measures, product-movement correlations are not appropriate. Instead, the coefficient eta is used for this analysis allowing an indication of curvilinear relationships as well as linear ones. Although signs are not always appropriate for use with eta coefficients, they have been used in this analysis when it can be determined by inspection of deviations that a particular relationship is linear within our theory. That is, if deviations from the mean of a dependent variable for four categories of a predictor variable increase monotonically across elite, bureaucratic, coalitional and participant categories, then a sign is assigned to the eta coefficient. If it is a decreasing monotonic relationship, then a sign is assigned. If there is a curvelinear relationship, then no sign is used.

Participation. Each respondent was asked a series of questions indicating levels of participation in school decision-making by various school groups. The question followed the listing of five school decisions deemed important by the respondent, and was:

Think about the decisions you just described. In general, who usually participates in decisions like these? This question just refers to who is involved, not how much influence they have on decisions. Please circle the point on the line which best describes how much each group usually participates in school-wide decisions in your school.

a. Students 1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

b. Teachers 1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

c. Administrators (like principal, superintendent) 1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

d. School Board 1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

e. Parents 1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

These variables have been abbreviated SDNTPART, TCHRPART, ADMNPART, SBRDPART, and PRNTPART, respectively. Another participation question was asked following the respondent's listing of five important school decision-making groups:

Generally, how would you describe people's participation in the groups you just listed? Please circle one place on the line which best describes how most people participate.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Never Active | | | | Sometimes Active | | | | Always Active |

This variable was labelled GRPPARTN.

Each of these variables were trichotomized, with responses from 1 to 3 on the scales in the first category, from 4 to 6 in the second, and from 7 to 9 in the third. Etas for these variables with each of the attitude measures are presented in Table 14. Also listed in the table are multiple R's for the first five predictor variables simultaneously regressed on the attitude variables, using multiple classification analysis.

---

See Andrews, Morgan and Sonquist, Multiple Classification Analysis, Ann Arbor: Institute for Social Research, 1967.

## TABLE 14

### Eta Correlations Between Participation and Student Attitudes

| | PARTICIPATION VARIABLES | | | | | | |
|---|---|---|---|---|---|---|---|
| | STNDPART | TCHRPART | ADMNPART | SBRDPART | PRNTPART | MULTIPLE R | GRPPARTN |
| Trust in Students | +.20 | +.08 | +.11 | +.08 | +.08 | .246 | +.18 |
| Trust in School Adults | +.18 | +.14 | +.20 | +.12 | +.12 | .284 | +.20 |
| Integration in School | +.15 | +.07 | +.15 | +.09 | +.05 | .225 | +.18 |
| Interest in School Politics | +.09 | +.05 | +.10 | +.06 | +.06 | .148 | +.15 |
| School Political Confidence | +.15 | +.05 | +.15 | +.06 | .03 | .230 | +.18 |
| General Social Trust | +.09 | +.01 | +.11 | +.06 | +.02 | .154 | +.11 |
| General Social Integration | +.09 | +.08 | +.17 | +.11 | +.05 | .202 | +.10 |
| General Political Interest | .05 | .06 | +.13 | +.05 | .05 | .161 | +.08 |
| General Political Confidence | .05 | .03 | +.08 | +.01 | .04 | .118 | .05 |

As shown in this table, the correlations between participation predictor variables and general attitudes are very modest, and the multiple R's are similarly small. However, these same predictors are generally more highly correlated with the school attitudes, and multiple R's are higher. Interpreting the multiple R's is hazardous, however, because of correlations which exist among the predictor variables.

Nearly every eta correlation bears a positive sign, indicating that there is a positive relationship. The higher the perceived participation for each of the five groups, the more positive the student attitudes. This holds true of the general GRPPARTN variable as well. The extent of participation in the political system of the school, therefore, appears consistently related to student attitudes toward school, and, however weakly, to general attitudes toward society and politics as a whole.

Decision-Making. One question on the school systems questionnaire related to school decision-making as a political activity. The question was:

> Please check one answer which best describes how people participate in school-wide decisions in your school.
>
> _____ a. One person or a small group decides. Everyone else follows along.
>
> _____ b. A few groups or small number of people agree. Everyone else follows along.
>
> _____ c. A majority of the people interested in the decision must agree on the decision before it can be made.
>
> _____ d. Almost everyone interested in the decision must agree on the decision before it can be made.

The four responses were written so as to request elite, bureaucratic, coalitional and participant decision-rules, respectively. The overall marginal response distributions were 18%, 35%, 37% and 10% for the four categories. Eta correlations between this predictor variables were as follow:

| | Eta with Decision Rule |
|---|---|
| Trust in Students | .23 |
| Trust in School Adults | .22 |
| Integration in School | .13 |
| Interest in School Politics | .07 |
| School Political Confidence | .15 |
| | |
| General Social Trust | .14 |
| General Social Integration | .13 |
| General Political Interest | .09 |
| General Political Confidence | .05 |

As can be seen the relationships indicated by the etas are curvelinear, with the elite response being associated with the least positive attitude, the coalitional, or third, response associated with the most positive attitudes, and the bureaucratic and participant responses between the other two, with participant usually a bit higher than the bureaucratic. One other feature of these correlations is that the two highest correlations, .23 and .22 are with the two school trust attitudes. As was the case with the participation predictors, etas are generally more strongly related to the school than the general attitudes. Unlike the participation variables, however, the decision rule predictor shows a perceived coalitional decision-rule to be associated with the most positive attitudes. With participation, it was the participant-type activity which predicted the most positive attitudes.

Leadership. Two different questions were asked of students to assess the leadership dimension. First, to get at range, or extent or leadership, each student was asked:

> Of all the students, teachers and administrators in your school, what percent would you say are leaders (they get other people to support or oppose a decision) in school-wide decisions? Please circle one point on the line for each group.

A 100-point line for students, teachers and administrators followed this question. As would be expected, administrators are perceived by students as most involved in leadership roles. Teachers and students are perceived as much less involved, with teachers a bit higher on the scale than students. Thus, adults are perceived as more involved, and students less involved in leadership activities. This is not an unreasonable state of affairs, of course, and squares with what is expected -- school adults are paid and responsible for school decision-making leadership.

Following this question about range of leadership, students were asked about leadership style, or the basis used by leaders for getting things done:

> Generally, how do these leaders get things done? Please check only one response in each column which best describes leaders in your school.

The students checked one of the following responses for each of the three groups (marginal response distributions are included below):

| | Students | Teachers | Administrators |
|---|---|---|---|
| a. They use power, pressure, or force in getting others to get things done. | 11% | 21% | 27% |
| b. They use the importance of their position, status, or "rank" in getting others to get things done. | 8 | 36 | 48 |

| | Students | Teachers | Administrators |
|---|---|---|---|
| c. They bargain with people and groups in getting them to get things done. | 42% | 18% | 9% |
| d. They have earned the respect of others by example and past actions and use this respect in getting others to get things done. | 39 | 25 | 16 |

Response a. represents style used in an elite political system, b. a bureaucratic system, c. coalitional, and d. participant. Students perceive administrators as using a much more heavy-handed leadership style than students, with teachers spread about evenly across the system types on this variable.

Correlations between the two sets of leadership predictor variables and student attitudes are shown in Table 15.

## Table 15

## Eta Correlations Between Leadership and Student Attitudes

| | Leadership Variables | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Range* | | | | Style | | | |
| | STUDENTS | TEACHERS | ADMINISTRATORS | MULTIPLE R | STUDENTS | TEACHERS | ADMINISTRATORS | MULTIPLE R |
| Trust in Students | +.06 | +.05 | .04 | .078 | +.20 | +.15 | +.16 | .327 |
| Trust in School Adults | +.02 | +.05 | .06 | .099 | +.08 | +.23 | +.22 | .366 |
| Integration in School | +.04 | .03 | +.06 | .213 | +.13 | +.12 | +.13 | .244 |
| Interest in School Politics | +.04 | .05 | +.09 | .218 | +.07 | +.11 | +.10 | .174 |
| School Political Confidence | .03 | -.04 | .07 | .117 | +.10 | +.13 | +.18 | .288 |
| General Social Trust | -.04 | -.05 | .02 | .068 | +.13 | +.21 | +.11 | .296 |
| General Social Integration | -.06 | .05 | +.06 | .231 | +.09 | +.13 | +.11 | .224 |
| General Political Interest | -.08 | -.03 | +.06 | .116 | .08 | +.12 | +.09 | .187 |
| General Political Confidence | .07 | -.08 | +.04 | .135 | .09 | +.08 | +.10 | .187 |

*The range distribution was trichotomized into categories of 0-33% = 1, 34-67% = 2, and 68-100% = 3 for the M.C.A. analysis.

The correlations of leadership range and student attitudes are so small across all combinations that this particular set of predictor variables had to be virtually ignored as inconsequential. The leadership style predictors, however, offer a stronger set of correlations, and are consistently positive; that is, an elite style is associated with the most negative attitudes, bureaucratic style with the next most negative attitudes, coalitional with more positive, and participant with the most positive attitudes. Again, the magnitude of the etas is greater for school attitudes than for general social attitudes.

*Communication*. The last political system activity measured by the school system questionnaire was political communication. To assess this dimension, students were asked the following question:

> Generally, when school-wide issues arise in your school, how do the different groups in your school find out about them? (Check *one* response.)
>
> ___ a. One group makes a decision about the issue and announces it to the school. (For example, the principal makes the decision and tells the school about it.)
>
> ___ b. Information in your school goes through a "funnel" -- for example, administrators tell teachers about the issue and they tell the students.
>
> ___ c. Different groups share information about issues that interest them, but they share it among themselves and not with others.
>
> ___ d. Most groups talk with a lot of other groups.

Response a, representing communication in an elite system, had 33% of the total responses; b, bureaucratic, had 45%; c, coalitional, had 7%, and d, participant, had 15%. Thus, the majority of schools were seen by students as bureaucratic or elite. Perhaps because of the communications *means* in many schools -- announcements over loudspeakers, bulletins read in homerooms, assemblies, and other similar means, students see the "from top to bottom" information flow as typical.

Eta correlations between this predictor variable and student attitudes are listed as follows.

|  | Etas for Communication |
|---|---|
| Trust in Students | .12 |
| Trust in School Adults | .13 |
| Integration in School | .11 |
| Interest in School Politics | .06 |
| School Political Confidence | .14 |
|  |  |
| General Social Trust | .09 |
| General Social Integration | .08 |
| General Political Interest | .05 |
| General Political Confidence | .11 |

All of the relationships are modest in strength, and all have the same curvelinear shape. The most positive attitudes were related to the participant communication pattern, while the most negative attitudes corresponded to the coalitional pattern. The other two system types were between these extremes, but were closer to the coalitional than the participant pattern.

Influence. Political influence in the school system was assessed by two different questions. The first, aimed at the degree of reciprocity of influence perceived by students, was:

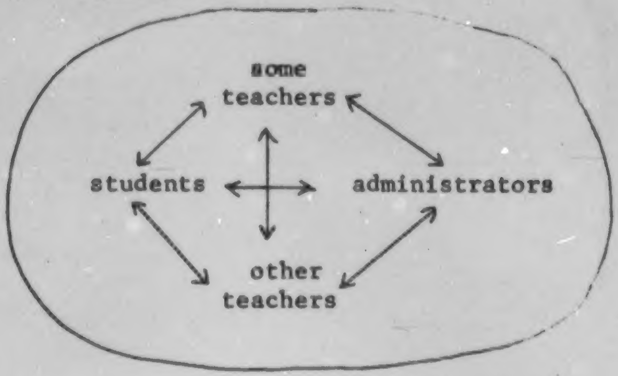
> Which best describes how influence is used in your school? (Check the one statement that is best.)
>
> 19% a. Students and teachers do what administrators have decided they shall do and there is little opportunity to change the administrators' minds.
>
> 57% b. Students and teachers can talk to administrators and maybe change their minds on some things, but administrators still have control over what gets done.
>
> 10% c. Students and teachers can get the administrators to go along with what they want quite often.
>
> 14% d. On different issues, students, administrators, and teachers have roughly equal opportunity to get their way.

The percentage response distribution is shown at the left of the response categories, and it can be seen that most students, 57%, see a bureaucratic (response b) influence reciprocity pattern, while another 19% see an elite pattern. Again, the picture is one of a heavy-handed administrative role in the school influence structure, with relatively little room for student and teacher reciprocal influence.

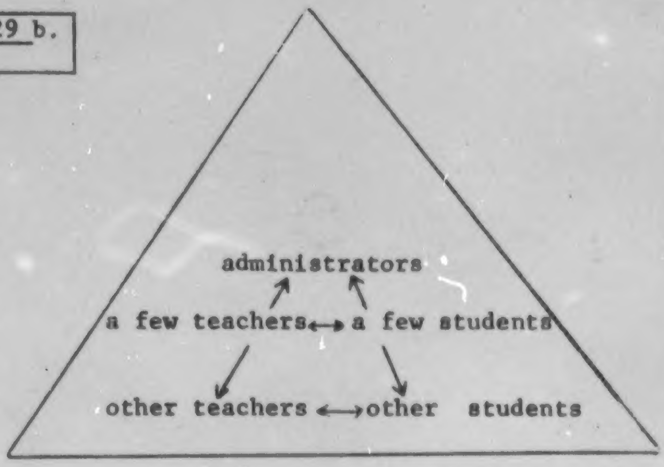
The second influence question was an attempt to present students a "visual" pattern of the four systems types, and have the students choose the one "picture" most closely resembling his or her school influence pattern. The question was:

Check the diagram which BEST resembles the way in which groups in your school INFLUENCE each other. In the diagrams, the arrows refer to who influences whom.

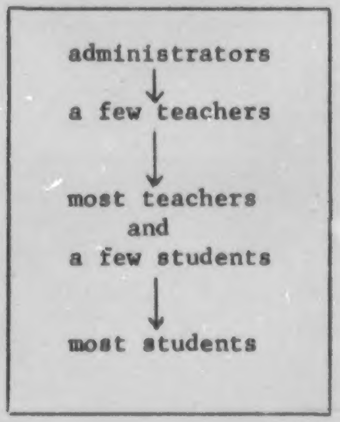
25 a.


some teachers
students
administrators
other teachers

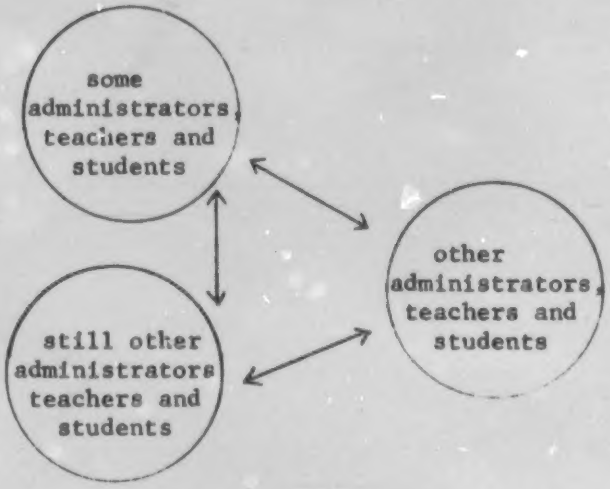
29 b.


administrators
a few teachers
a few students
other teachers
other students

28 c.


administrators
a few teachers
most teachers and a few students
most students

18 d.


some administrators, teachers and students
other administrators, teachers and students
still other administrators teachers and students

It can be seen that a much more even response distribution was generated for this question as compared to the influence reciprocity item. Response c, the elite system type, and response b, the bureaucratic type, together account for 57% of the responses, as compared to 76% for the reciprocity question. Like the other question, however, the coalitional diagram (response d) was least likely to be chosen by students.

The relationships between the two influence variable predictors are shown in Table 16 In addition, the attitude deviations for the four categories of each predictor are displayed to show the shape of the relationships.

Table 16

Eta Correlations Between Influence and Student Attitudes

| | ETA | | Deviations | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Reciprocity | | | | Diagrams | | | |
| | Reciprocity | Diagrams | Elite | Bureaucratic | Coalitional | Participant | Elite | Bureaucratic | Coalitional | Participant |
| Trust in Students | +.23 | .12 | -.27 | .03 | .05 | .22 | -.12 | .03 | .08 | .05 |
| Trust in School Adults | +.31 | .19 | -.47 | .07 | .11 | .27 | -.20 | -.02 | .21 | .09 |
| Integration in School | .19 | .11 | -.19 | .03 | -.01 | .15 | -.07 | -.02 | .09 | .04 |
| Interest in School Politics | .12 | .07 | -.17 | .05 | -.02 | .06 | -.07 | .00 | .07 | .02 |
| School Political Confidence | +.28 | .17 | -.33 | .05 | .09 | .20 | -.14 | -.01 | .09 | .11 |
| General Social Trust | .19 | .12 | -.19 | .03 | .01 | .15 | -.10 | .03 | .06 | .03 |
| General Social Integration | .14 | .12 | -.14 | .03 | -.02 | .07 | -.08 | .00 | .09 | .02 |
| General Political Interest | .09 | .09 | -.13 | .03 | -.05 | .09 | -.11 | .08 | .02 | .02 |
| General Political Confidence | .08 | .08 | -.09 | .01 | .06 | .04 | -.07 | .02 | .03 | .04 |

Although every reciprocity correlation is not monotonic, all indicate that the participant system type is associated with the most positive student attitudes, and the elite system with the most negative attitudes. The correlations for the school attitudes are among the highest found in the analysis. For the influence diagram item, again the elite system type is correlated with the most negative attitudes, while the coalitional type associated with the most positive attitudes.

Ideology. Political ideology is the final system variable considered in this analysis. Two questions tapping the students' beliefs about what are ideal decision rules and leadership styles in schools were asked. The first was:

> Put an X by the answer that describes how decisions should be made in a high school. We want your opinion about what a high school should be like.
>
> 2% a. One person or a small group decides. Everyone else follows along.
>
> 4% b. A few groups or small number of people agree. Everyone else follows along.
>
> 60% c. A majority of the people interested in the decision must agree on the decision before it can be made.
>
> 34% d. Almost everyone interested in the decision must agree on the decision before it can be made.

and the second was:

> Put an X by the answer that describes why people should follow leaders in a high school (for example the principal, teachers, club leaders, coaches and other leaders). This is your opinion about the way leaders should operate in a high school.
>
> 15% a. They follow the leaders because they are afraid of some punishment like being expelled, getting a bad grade, or being made fun of or becoming unpopular.
>
> 27% b. They follow the leader because he or she has the status, position, or authority to ask others to follow. For example, club presidents, coaches, teachers, etc. should be able to ask others to do things.
>
> 10% c. They do what the leader bargains with them and offers some special benefits for doing what is asked.
>
> 48% d. They do what he or she wants because of the leader's past successful actions and the group's respect for the leader.

As can be seen, the students opt strongly for a coalitional decision rule (category c of question 1), and together with the participant decision rule this accounts for 94% of the responses. The responses to the most desireable leadership style are more mixed, but still more than half, or 58%, chose the coalitional or participant pattern.

These two variables are related to students attitudes, as shown in Table 17. Although the signs are not all positive,

Table 17

Eta Correlations Between Ideology and Student Attitudes

| | ETA | | Deviations | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Decision Rule | | | | Leadership Style | | | |
| | Decision Rule | Leadership Style | Elite | Bureaucratic | Coalitional | Participant | Elite | Bureaucratic | Coalitional | Participant |
| Trust in Students | .09 | .18 | -.25 | -.04 | .04 | -.05 | -.24 | -.02 | -.07 | .09 |
| Trust in School Adults | .14 | .23 | -.44 | -.11 | .08 | -.09 | -.41 | .00 | -.13 | .13 |
| Integration in School | +.15 | +.21 | -.47 | -.16 | .03 | -.01 | -.21 | -.04 | -.09 | .10 |
| Interest in School Politics | +.12 | .11 | -.50 | -.16 | .04 | -.01 | -.12 | -.06 | -.05 | .08 |
| School Political Confidence | .12 | +.24 | -.32 | -.05 | .05 | -.06 | -.31 | -.04 | -.05 | .12 |
| General Social Trust | .12 | .22 | -.07 | -.03 | .05 | -.08 | -.26 | -.02 | -.06 | .09 |
| General Social Integration | .16 | .22 | -.46 | -.21 | .04 | -.02 | -.23 | -.03 | -.08 | .10 |
| General Political Interest | .12 | .15 | -.37 | -.13 | .07 | -.10 | -.22 | -.07 | -.06 | .11 |
| General Political Confidence | .09 | +.13 | -.24 | -.08 | .03 | -.04 | -.15 | -.04 | -.02 | .07 |

the relationships between desired leadership style and attitudes show the one familiar pattern of elite associated with most negative and participant associated with most positive attitudes. The second familiar pattern, elite with most negative, and coalitional with most positive attitudes, obtains for the desired decision rule across all attitudes. For these variables, the etas are as high for the general as for the school attitudes. Perhaps ideology is a more persuasive political pattern than the other variables, in that it is closer to the general attitude structure of students.

## PART F: KNOWLEDGE UTILIZATION

It has continued to be an important goal of this research to promote utilization of research results in a wide variety of audiences. The project has been particularly concerned with involving school personnel in learning about and working with research results. For this purpose, a knowledge utilization conference was held in December, 1974. Project staff have also attempted to communicate research results to interested researchers at conventions, in small groups, and in individual consultation.

The first section of this part of the report outlines the work of the project with school personnel. The second section focuses on information dissemination to the academic community. Finally, some conclusions and implications of the knowledge utilization effort are drawn.

### Knowledge Utilization in the Schools

From the outset we have considered knowledge utilization to denote more than the dissemination of research results to interested parties. We have also been concerned about the use of such results in policy-making and in improving and furthering research in the field. Therefore, throughout the project we have attempted to involve school personnel in our research.

At the conceptualization and instrument testing stages of the research, the project had minimal feedback from three school test sites on the conceptual and methodological strengths and weaknesses of the research. During this period, conceptualization would have been demonstrably aided by directly involving some school personnel in the generation of mapping techniques and questionnaire items. We did involve school personnel in instrument testing, and found that the study was improved by their suggestions and ideas. They too felt that the information they would gain about political life in their school would be worthwhile knowledge for their own decision-making.

During the winter and spring of 1973-74, school personnel, chiefly teachers and administrators, aided us in implementing the study by setting up questionnaire administrations, interviews and observations. At this time, we did not solicit feedback on the study nor did we think it was appropriate to involve school personnel directly in carrying out the research or doing initial data analysis. The cost of confounding the research results was determined to be too high.

When we had completed our initial analysis of our data, we brought administrators, teachers, and some students to Bloomington to share in our research results. A knowledge utilization conference was held. Our aim was to disseminate research results which were school-specific and could stimulate thinking and appropriate action by people involved in the study. The initiative for action was left to the individual schools and their determination of the appropriateness of the results for their specific school situation.

We recognized that such a conference after the first stage of a panel study may promote bias which confounds future results. However, one major purpose of the panel study continues to be to study change, or the dynamics of political life. Any policy changes people would make could be accomodated in our research design. It has yet to be determined whether results will differ due to involvement in the research and awareness of its aims.

At least in the present period of funding and for the exploratory study which is covered by the grant, it seemed appropriate to hold a knowledge utilization conference. The purposes of the conference were four-fold. First, we intended to inform the thirteen schools involved in the study of some of the major conclusions we were drawing about political life in their schools. We wanted to present descriptive data which would aid school personnel in gaining a clearer and different picture of the political systems in their schools, the political life in behavior settings, and student attitudes.

A second purpose of the conference was to consider and discuss possible implications of the results for maintaining or modifying school organization and practice based on our research findings. We felt that it was necessary for project staff and school personnel to have the opportunity to interact directly over these ideas.

Another purpose of the conference involved school persons giving their ideas to project staff on how best to interpret the data, and what further hypotheses might be generated for future study of the school as a political system. We also wanted to gain feedback about the methodology of our research and to ask advice about future changes in the instruments and administration of the study.

The conference was organized as a two-day meeting consisting of both large and small group working sessions. The large group sessions served mainly as information sessions. The small group sessions were used to firm up ideas and to talk about applications of the research results in schools.

The results of the conference were many. Generally, the goals of the conference were achieved. School personnel had hands-on information about the political life of their school. They also had several ideas about how the research results might be used to inform policy decisions. The project staff gained many ideas about how to improve the methodology and administration of the research. We also added several new interpretations to our data.

One important result was not necessarily intended by the conference. Both the researchers and many of the participants became more interested in mutual co-operation in the research. In fact, almost all of the schools wanted to help more in the study and to continue the research the following spring. In short, the conference moved us closer to thinking that there were important benefits to be gained by both researchers and school personnel in co-operation in various stages of the research.

## Knowledge Utilization in Academic Settings

Throughout the period of the grant, we have presented papers at conventions and conferences in order to disseminate information about the research results. The following list is a summary of the papers and conferences we have done:

1. "Secondary School Political Structure and Student Attitudes," (Michigan State University Conference on Social Education, East Lansing, May, 1975). The presentation was designed to present the most recent findings from the project. Linkages between school political types, behavior settings and student attitudes were stressed.

2. "Political Life in the Hidden Curriculum: Does It Make A Difference?" (National Council for the Social Studies Annual Meeting, Chicago, November, 1974). This paper focuses on the relationships between school political types and student attitudes. It demonstrates the significance of differences in systems types and their relationship to student attitudes. Major findings include those of negative attitudes in schools with bureaucratic political activities and more positive attitudes in participant systems.

3. "The Relationship Between School Political Life and Students' Political Attitudes and Behavior: Implications for Research and Practice" (Western Political Science Association Meetings, Denver, April, 1974). This paper is designed to address the import of raising questions such as those included in our research and the implications for educational research and practice that can be made from such research. We intend to use the article which will result from the paper as a general statement about what we are doing and why, which hopefully will be of enough interest to professionals to encourage further research along the same lines. The article has been commissioned as a chapter in a book to be published on Research and Practice in Political Education which is sponsored by the American Political Science Association.

4. "The School as a Political System" (American Educational Research-Association Meetings, Chicago, April, 1974). This paper is designed to lay out a conceptual framework for looking at schools as political systems and for tracing empirical behavior patterns which constitute the everyday political life of various types of schools. We intend to use the article which will result from the paper as a statement on how schools can be viewed as political systems, what alternative political types can be delineated, and how a mapping procedure can be created which will generate empirical data which distinguishes various types of schools.

5. "Theoretical Problems in Analyzing School Political Organization" (Michigan State Conference on Theoretical Perspectives in Social Education, East Lansing, May, 1974). The paper is designed to treat epistemological and methodological problems confronted in our research on school political systems. The article which will be derived from the paper will confront several of the most significant problems and outline solutions proposed as a result of research experience.

At this time we are also contributing to a volume sponsored by the NSSE Yearbook Committee on the Politics of Education. The researchers are also planning a book based on a complete analysis of the research results.

## Conclusion

All of these moves to promote knowledge utilization have contributed directly to the quality of our research. We have clearer conclusions as well as many ideas for improvement of the research as a result of the conference we held and those we attended. Some schools have moved to make some policy proposals as a result of the research results being reported. Colleagues have also showed considerable interest in the research. All in all, the knowledge utilization efforts seem to have had many payoffs for people involved.

## PART G: CONCLUSIONS

### School Political Systems

Several conclusions can be outlined regarding the descriptive mapping of school political systems. The conclusions are both substantive and methodological. This is appropriate for an exploratory study seeking to map everyday school political life in new ways.

The basic general substantive conclusion to be made from the study is that all schools reflected basically bureaucratic patterns. Under a new conceptual framework and original instruments, the research reaffirms a conclusion that has been made many times both in the research literature and in philosophical as well as pragmatic work.

A related conclusion which has not yet surfaced in most research is that underlying these basic bureaucratic patterns there are some important differences across schools. Demonstrable differences in participation, leadership and communication distributions are evidenced. These differences can be documented and seem to recur in more than one case in a very small sample.

The import of this conclusion is that it provides an extension of past efforts to describe the political life of schools. It allows room for exploration of the question of why, if all schools are bureaucratic, does there seem to be such a difference in receptivity to innovations, student attitudes, and general identification with achievement. This research does not answer such a question at all definitively. It does point to one avenue for pursuing differences which tends to mesh with previous research and which reopens the possibility for determining why differences seem to exist, even though they have remained untapped by research to date.

The ultimate question of whether these differences appear to be significant or even slightly related to student attitudes and behaviors will be pursued later. In the dimension of mapping schools alone, there remain several methodological conclusions which stem from our study of system types. One thing the analysis demonstrates is that there is a need for more precise and sensitive instruments in tapping students' images of school political life. Within system types, a variable such as inclusiveness in decision-making tends to vary widely. Some of the explanation of the variance certainly lies in the fact that a "system" is not tapped by a single variable, but a complex set of patterns. Nevertheless, an abstraction like a decision rule which is geared to apply to an aggregate of disparate decisions is not a straightforward enough or sensitive enough indicator to tap into systematic differences in schools. In effect, looking down the columns on much of the nominal data, the differences appear almost random.

One problem is certainly the level of abstraction and lack of precision in mapping political life. This is something which increasing refinement over time and sensitivity to school clienteles can improve. Another kind of conclusion is that one way to move to a better mapping is to break from a nominal typology and create continuous variables. This kind of move is certainly supported by the data analyzed in this section. The continuous variables tend to provide much clearer mappings than others. New assumptions that have been made regarding relationships between variables and provisions for continuous data have been built into the research design that has been carried out in the spring of 1975 under other support.

A final methodological conclusion that has been reached as a result of the study is that greater diversity in instrumentation will augment data gathered to do descriptive mappings. Interview data can provide basic back-up and context for many of the descriptions of school political system types. The newest round of research this spring has been amplified with in-depth interview data.

These are several of the most significant conclusions drawn from the study. Over time data gathered in a panel study will both augment our data, allow room to improve instruments and provide an opportunity to explore some of the dynamic elements of systems and their effects on students.

### Student Political Attitudes

Based on our interpretations of the within-school setting data we conclude that student governance groups such as student councils and student principal's advisory councils seem more salient to students than we orginially had imagined. Students tend to name these student groups more often than other school groups as important and powerful in involving school political decisions. Students also perceive rule-oriented decisions, in contrast, for example, to resource-allocation decisions, as being most salient to them. These two conclusions seem to point up to the idea that students are aware of school political decisions and have some connection with the decision-making process through student groups in school.

When we examine student attitude data we find that the data makes theoretical sense. Attitudes form a coherent and predicable structure, with the structure of attitudes toward school differing only in minor ways with the structure of attitudes toward society in general. The average attitude data for schools, when examined according to school system type, shows that in bureaucratic and directed participant schools students tend to have more negative attitudes than in elite, coalitional or participant schools. These structural regularities and patterns suggest that further indepth study will be fruitful.

Another conclusion to be drawn from interpretation of the attitude data is that a close connection exists between general societal and specific school attitudes on parallel dimensions of trust, integration, confidence and interest. This suggests a set of overlapping attitude structures within the total attitude framework of individual students. Perhaps this, in turn, implies that the student sees the school as society writ small, or the society as the school writ large. Survey research results cannot, of course, determine which is the case.

It is now clear that there are very modest but also very consistent patterns of relationships between sets of variables representing individual political systemic characteristics on one hand, and student attitudes toward school and toward society on the other hand. Elite patterns, no matter what the variable or attitude, are most closely associated with the most negative attitudes. Bureaucratic patterns are between the other patterns in this respect, and are usually a bit closer to the "average" or neutral attitude values. Depending upon the particular systemic characteristic or variable in question, either the participant or the coalitional system type is associated with the most positive attitudes, both toward society in general and toward the school in particular. One other generalization that obtains across all of the systemic variables, except ideology, is that the relationships are stronger between the system variables and attitudes toward school than attitudes toward society.

In spite of the low-order correlations obtained, the broad patterns of relationships are consistent across all of the variables The hypothesis that school political systemic characteristics are related to student attitude seems warranted, and needs further indepth investigation.

# LIST OF APPENDICIES

Appendix Page

A. Principal's School Systems Questionnaire . . . . . . . 74

B. Student Attitude Questionnaire . . . . . . . . . . . . 84

C. Student's School Systems Questionnaire . . . . . . . . 94

D. Behavior Setting Questionnaire . . . . . . . . . . . . 105

E. Behavior Setting Observation Schedule . . . . . . . . 112

F. General Attitude Items . . . . . . . . . . . . . . . . 120

G. School Attitude Items . . . . . . . . . . . . . . . . 123

## APPENDIX A
## Principal's School System Questionnaire

Your name ______________________________ December, 1973

Your position __________________________

Name of school _________________________

## SCHOOL ENVIRONMENT QUESTIONNAIRE
## SCHOOL POLITICAL BEHAVIOR RESEARCH PROJECT

This questionnaire is designed to aid the School Political Behavior Research Project in selecting a wide range of schools in which to conduct our research. Its purpose is to aid the project in developing a general picture of the environment of your school. The questions focus on important demographic characteristics such as size and student background as well as important characteristics of school political climates such as participation patterns. Responses to the questions will enable us to classify your school early in our work. Later study in your school will add to this primary information.

The questionnaire is a short, general introduction to what a school is like. It should be filled out in each case by the building principal. The principal responding to the questionnaire can seek the help of anyone he or she chooses in order to answer the questions. Users should be as accurate as they can in their answers, but should not be concerned about the superficiality of the information that is being solicited. The questionnaire catches a glimpse of a school; it is not an in-depth study. Thus the user should take the questionnaire seriously, but keep in mind that it is only an initial exploratory inquiry which captures the "tone" of the school climate, not a final picture of their school situation.

There are only twelve questions listed below. Each question should be answered independently from other questions. In each case, you should select the most appropriate response and place the letter or number of that response in the space provided. The responses will be used internally by project staff and will not be used as data for any other purpose than school selection. When the questionnaire has been completed, it should be returned either to the local contact administering the questionnaire or directly to:

Judith A. Gillespie, Co-Principal Investigator
School Political Behavior Research Project
513 N. Park
Bloomington, Indiana 47401
812-337-3838

Thank you very much for your help.

______ 1. In what type of community or district is your school located?

A. In a major city (500,000 or more total population)

B. In a suburb of a major city

C. In a medium size city (100,000 - 500,000 population)

D. In a suburb of a medium size city

E. In a small city (25,000 - 100,000 population)

F. In a town or rural area (less than 25,000 population)

______ 2. How many students are attending your school this year?

A. 2500 or more students

B. 500 - 2500 students

C. Less than 500 students

______ 3. How many grade levels does your school include this year?

A. Grades 8 - 12

B. Grades 9 - 12

C. Grades 10 - 12

D. Grades 11 - 12

E. Other, please specify ________________________________________

______ 4. Schools can be distinguished according to the socioeconomic background of the students who attend them. In some schools, the largest proportion of students come from professional families. In other schools, the largest proportion of students comes from working class families. In addition, in some schools students are more or less equally divided into those coming from professional, middle class, or working class families. Generally what is the socioeconomic background of most students attending your school this year?

A. The largest proportion of students comes from professional families. Their parents are well-educated and hold jobs such as lawyers, doctors, corporate managers, or professional educators.

B. The largest proportion of students comes from middle class families. Their parents have an average amount of education and hold jobs such as managers of small businesses or lower management personnel.

C. The largest proportion of students comes from working class families. Their parents have some education and hold jobs such as factory workers or service personnel. Some of their parents may also be unemployed or hold part-time manual jobs.

D. The student body is more or less evenly divided between those of professional, middle class, and working class backgrounds.

E. The student body is more or less evenly divided between those of professional and middle class backgrounds.

F. The student body is more or less evenly divided between those of professional and working class backgrounds.

G. The student body is more or less evenly divided between those of middle class and working class backgrounds.

______ 5. Please estimate the proportions of students in the following racial or ethnic backgrounds in your school:

______ students of Europena descent.

______ students of African, Latin American, American Indian, or Oriental descent.

______ 6. In most schools, administrators, teachers and students participate in the life of their school in many ways that are not formally part of their assigned duties. Administrators, for example, can participate in study committees or student activities which are not part of their regular administrative duties. Teachers can advise clubs or work on school committees that are not part of classroom work. Students can participate in many extra-curricular group activities for which they do not get academic credit. The amount and type of such group activity can vary across groups within schools and from school to school. In some schools, participation in group activities can be regular and frequent, i.e., teachers are involved in various permanent or long-term extra-class group activities on an almost everyday basis. In some schools, participation is irregular and infrequent, i.e., teachers participate only occasionally in a few short-term activities. In still other schools, most people do not participate at all in group activity, i.e., most teachers do their own work such as preparing for class or go home rather than participating in group activity. If time devoted to such activity could be broken into proportions, how would you say each of the following groups of school personnel spend most of this time? Place the number of the one statement that best describes the participation of each type of school personnel in the appropriate space provided.

____ A. Most administrators

1. Frequent and regular participation in group activities
2. Infrequent and irregular participation in group activities
3. No measurable participation in group activity

____ B. Most teachers

1. Frequent and regular participation in group activities
2. Infrequent and irregular participation in group activities
3. No measurable participation in group activity

____ C. Most students

1. Frequent and regular participation in group activities
2. Infrequent and irregular participation in group activities
3. No measurable participation in group activity

______ 7. In many schools, decisions which affect the school as a whole are made by various groups. The principal may made decisions about school rules, the teachers about the curriculum, and the students about school-wide extra-curricular activities. In other schools, the principal may make most of these decisions himself. If you were to characterize the groups which somehow participate in decision-making in your school, which of these descriptions would be most accurate?

A. The principal and other administrators take the responsibility for making most decisions.

B. Some decisions are made by the administrators, and they have direct or indirect veto power over most decisions, but some decisions are also delegated to teachers and students.

C. Decision-making is divided between administrators, teachers and students so that each group has relative control over certain areas of school life. A few decisions are also made cooperatively by groups in which all three participate.

D. Most decisions are made by groups composed of administrators, teachers and students working together to solve different problems.

_____ 8. Regardless of which groups are actually involved in making decisions for the school as a whole, the ways in which choices are made within the groups can vary tremendously. Some school decision groups can be dominated by a single individual who can determine the group's choice. In some groups, a majority must be pursuaded about a choice before it is final. In other groups, people may try hard to achieve consensus on decisions so that everyone is relatively satisfied with the outcome. Which of these situations most accurately describes the way that most decision groups make choices in your school?

A. Within most decision-making groups, a single individual dominates the decision. This individual may dominate the decision directly within the group, or he or she may informally dominate the group from an outside position even though no direct participation is involved. The rest of the group seems to follow along with the leader.

B. Within most decision-making groups, a small part of the group usually agrees and tries to get its position supported by others. There is a great deal of discussion until one solution is chosen which is normally a minority position.

C. Within most decision-making groups, a majority must favor the decision before it is finalized. There is a great deal of discussion until a majority agrees on a position. There is usually a minority of people who disagree with the final decision.

D. Within most decision-making groups, the group seeks a solution around which most can agree. Most people are willing to recognize other's interests and formulate a compromise solution through which various interests are recognized. Usually everyone's views are somehow represented in the final decision.

_______ 9. Think of the people that you recognize to be leaders among the teachers, administrators, and students in your school. If you had to generalize about the way in which they exercise their leadership skills, which of the following descriptions would be most accurate?

A. Most school leaders exercise some form of threat in terms of job security, or expulsion from school, or being unpopular to support their leadership roles.

B. Most leaders use the authority of their position as principal, teacher, or student leader to support their leadership roles.

C. Most leaders adovcate a particular interest such as student rights or non-graded curriculum which is shared by their followers in order to reinforce their leadership roles.

D. Most leaders base their leadership on their experience in dealing with a particular set of problems in order to reinforce their leadership roles.

_______ 10. In some schools, people tend to share many goals of what education is about and what should be done to make the school a more effective learning environment. These views tend to be well-developed, and people can evaluate policy alternatives in terms of their goals. In other schools, people do not share a common philosophy and decisions often push the school in multiple or conflicting directions. Which of these philosophical situations best describes your school?

A. Most school personnel share a common philosophy of the direction in which the school should be going and policy alternatives are more or less consistently evaluated in terms of these goals.

B. There is no majority philosophical position shared among school personnel; rather there are several different positions. Each position is used more or less consistently by those who favor it to evaluate school decisions.

C. There is no majority philosophical position shared among school personnel and positions are not consistently applied by those who favor them to evaluate school decisions.

D. There are no distinguishable philosophical positions articulated by people in the school. Most decisions are independently evaluated in terms of their immediate situation.

_______ 11. All schools have both formal and informal communication networks through which important information about decisions that affect the school are passed. However, information is often only selectively distributed among various groups. Thus communication networks can be variously centralized or decentralized. In addition, information often flows in a single direction. Information often passes from the principal to a teacher, for example, but the teacher rarely contributes essential information to a principal. Which of the following descriptions best summarizes the actual communication network in your school?

A. Most people have very little idea of what is going on in the school. Most of the information is centralized in a few places and is passed on down the line to select audiences.

B. Most people have very little idea of what is going on in the school, yet information is passed between various groups that are responsible for different tasks.

C. People generally know what is going on in the school. Most information is passed from decision-makers to the school community, yet most people do not have a voice in bringing information to decision-makers.

D. People generally know what is going on in the school. Information is shared between decision-makers and followers and there is reciprocal information exchange.

_______ 12. People in school settings have a variety of resources that they can draw upon to influence others and to get things done. People can use the authority of their position as principal, teacher or student officer to influence others or make policies. They can also use personal friendships or particular qualities of personality to exert influence. Some people or groups have a particular type of wealth such as control over budget expenditures or salaries, or a great deal of time to devote to a problem, or a great deal of backing or numerical strength to use in influencing others. Finally, some people have special knowledge or skills which they can use in influence situations.

Suppose that there was an important set of problems to be solved in your school which affected administrators, teachers, and students. Which resources would each of the following groups have to help solve the problems? Which resources would each normally use? Place an "H" in front of any number of resources which you believe the groups have. Place a "DH" in front of any number of resources which you believe the groups do not have. Place a "U" in front of any number of resources which you believe the groups not only have, but also normally use.

A. Administrators

_____ 1. Authority (position, status)

_____ 2. Personality

_____ 3. Wealth (funds, time, numerical strength)

_____ 4. Knowledge or skills

B. Teachers

_____ 1. Authority (position, status)

_____ 2. Personality

_____ 3. Wealth (funds, time, numerical strength)

_____ 4. Knowledge or skills

C. Students

_____ 1. Authority (position, status)

_____ 2. Personality

_____ 3. Wealth (funds, time, numerical strength

_____ 4. Knowledge or skills

H = Have resources but do not usually use

DH = Do not have resources

U = Have and usually use resources

# APPENDIX B

## Student Attitude Questionnaire

School______________________

Name______________________

Grade ___ 9

___10

___11

___12

Sex ___ Female

___ Male

### SCHOOL POLITICAL BEHAVIOR RESEARCH PROJECT

### OPINION QUESTIONNAIRE

This questionnaire has been designed to gather information about your opinions. It consists of a list of statements that a student like you will agree or disagree with. None of the statements are true or false; they just represent opinions that you might have. To let us know how much you agree or disagree with each statement, put an "X" in the column which indicates how you feel about it. Do not spend a lot of time thinking about each statement. If any statement is too difficult for you to decide about, put a mark in the column marked "uncertain."

|  | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 1. I would enjoy taking a class where politics and government are discussed. |  |  |  |  |  |
| 2. A person like me needs to know what is going on with other people in the school. |  |  |  |  |  |
| 3. I can have some influence in what goes on in the school groups I belong to. |  |  |  |  |  |
| 4. I am usually interested in political matters. |  |  |  |  |  |
| 5. What people tell me and what they actually do are two completely different things. |  |  |  |  |  |
| 6. I would be interested in finding out how political parties work. |  |  |  |  |  |
| 7. What I do doesn't matter to anyone but me. |  |  |  |  |  |
| 8. I am the kind of person whose support for one side in a school decision would hurt that side more than help it. |  |  |  |  |  |
| 9. A person like me needs to know what is going on with other people in the world. |  |  |  |  |  |
| 10. I really enjoy watching the election returns come in on TV. |  |  |  |  |  |

|  | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | AGREE |
|---|---|---|---|---|---|
| 11. It really doesn't matter to me if the Student Council gets some new school rules passed or not. |  |  |  |  |  |
| 12. There are a lot of people in politics who don't care at all about what the people think. |  |  |  |  |  |
| 13. I don't really care about what happens to other people in my school. |  |  |  |  |  |
| 14. A person like me can have quite a bit of influence over the political decisions that affect me. |  |  |  |  |  |
| 15. What people in other parts of the world do has no influence on what happens to me. |  |  |  |  |  |
| 16. If I joined a political party organization, I would be the kind of member who is able to change people's minds on important issues. |  |  |  |  |  |
| 17. I feel like I make a difference in the lives of other people at my school. |  |  |  |  |  |
| 18. There is almost nobody in this school I can trust. |  |  |  |  |  |
| 19. When something important happens in my school, I feel affected by it. |  |  |  |  |  |

| | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 20. Nobody would ever ask me for my advice on how to act in a political situation. | | | | | |
| 21. People like me can influence political decisions. | | | | | |
| 22. I would enjoy being on a committee nominating candidates for political offices. | | | | | |
| 23. If I disagree with a school rule, I am able to do something to help change it. | | | | | |
| 24. You can't expect people to be good to you unless it suits them. | | | | | |
| 25. I am potentially very capable of influencing political decisions in groups. | | | | | |
| 26. What happens with other people in my school has an influence on what I will do. | | | | | |
| 27. I think I would enjoy taking a more active role in making political decisions where I live. | | | | | |
| 28. Most teachers I have had were out to get me. | | | | | |
| 29. I cannot have much impact on how other people vote. | | | | | |

| | STRONGLY DISAGREE | DISAGREE | UNDERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 30. There are quite a few people in this world who I care about. | | | | | |
| 31. I would like very much to be a hermit. | | | | | |
| 32. I would like to be more involved in school decisions. | | | | | |
| 33. Most teachers don't care about what happens to kids. | | | | | |
| 34. The only people who are important to me are my very closest friends and relatives. | | | | | |
| 35. Leaders in my school would like to make it a better place. | | | | | |
| 36. I enjoy the excitement of political campaigns. | | | | | |
| 37. Students in my school are nice to new students who enroll. | | | | | |
| 38. It would be interesting to find out how decisions are made in student government. | | | | | |
| 39. It seems pretty silly that some people think they can change what the school rules are. | | | | | |

| | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | STRONGLY AGREE | AGREE |
|---|---|---|---|---|---|
| 40. I think it would be interesting to hear the school board make decisions about our school. | | | | | |
| 41. I think I would enjoy participating more in political groups. | | | | | |
| 42. I can't always do exactly what I want because my actions affect others. | | | | | |
| 43. People usually don't act today like they'll act tomorrow. | | | | | |
| 44. There are a lot of people who I wouldn't trust. | | | | | |
| 45. I will just do what I want to do, no matter what the law says. | | | | | |
| 46. I would enjoy discussing how the school should spend its money. | | | | | |
| 47. What a politician says one day is usually completely different from what he or she says the next day. | | | | | |
| 48. I am not really very interested in what goes on in politics and government where I live. | | | | | |
| 49. Students in my school usually keep the promises they make to others. | | | | | |

| | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 50. Teachers are usually fair in the way they treat kids. | | | | | |
| 51. There is no way that a student like me can have any say in what goes on around this school. | | | | | |
| 52. If I had a chance, I would like to hear someone discuss how important decisions are made in my school. | | | | | |
| 53. I can be very effective in political situations. | | | | | |
| 54. There are a lot of people in this school who I care about. | | | | | |
| 55. People I never see at my school have no influence on what happens to me at school. | | | | | |
| 56. Although it is not the most popular thing to do, I can often get my way in groups. | | | | | |
| 57. I could get a teacher to listen to my complaint about how a class is run. | | | | | |
| 58. If I were in trouble, most strangers would help me out. | | | | | |
| 59. Nobody in my school really knows what is happening to me. | | | | | |

| | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 60. If I were new at this school, I would want to make some friends and join some activities right away. | | | | | |
| 61. I am the kind of person who can influence how other people decide to vote in elections. | | | | | |
| 62. People are usually fair in the way they treat other people. | | | | | |
| 63. I would enjoy being involved in school decision-making. | | | | | |
| 64. People usually keep the promises they make to other people. | | | | | |
| 65. If a student were in trouble, people in this school would help that student out. | | | | | |
| 66. I enjoy talking with friends about decisions that are made in my school. | | | | | |
| 67. If I got together with fifteen other students like me, we could have a lot of influence on what rules were made for our school. | | | | | |
| 68. What other people do really doesn't make much difference to me. | | | | | |
| 69. I know lots of people who might act as though they like me one day and dislike me the next. | | | | | |

|  | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 70. If I had a complaint about an unfair school rule, I believe that I could get the principal to listen carefully to what I said. |  |  |  |  |  |
| 71. I am the kind of person who just is not able to influence others in a decision-making situation. |  |  |  |  |  |
| 72. I would enjoy helping a friend campaign for a school office. |  |  |  |  |  |
| 73. I can get people at school on my side when I want to. |  |  |  |  |  |
| 74. The principal and other administrators seem to be fair in the way they treat students. |  |  |  |  |  |
| 75. I enjoy listening to teachers talk about school problems. |  |  |  |  |  |
| 76. I would like to figure out how decisions are made in our school. |  |  |  |  |  |
| 77. It would be a waste of my time to try to get a rule changed in my school. |  |  |  |  |  |
| 78. What the government does really doesn't affect me. |  |  |  |  |  |
| 79. I think it would be interesting to run for political office. |  |  |  |  |  |

|  | STRONGLY DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY AGREE |
|---|---|---|---|---|---|
| 80. This school is run by a group of people who don't care at all about students. |  |  |  |  |  |

## APPENDIX C

## Student's School Systems Questionnaire

School ______________________________

Name ______________________________

Grade ________ 9

________ 10

________ 11

________ 12

Sex ________ Female

________ Male

### The School Political Behavior Research Project

2-28-75

The purpose of this questionnaire is to find out how you think your school operates on an everyday basis. You should answer the questions based on what you know about your school, even if you aren't sure whether other people will give the same answers. There are no "right" answers to these questions, but you should think carefully about them and give what you think is a factual response.

The questions generally focus on the political activities that go on in your school. Examples of political activities can be found in your school every day. Anytime people make decisions or lead groups or vote on a school issue there is "politics" involved. Therefore, when you answer the questions on the next few pages, think of the informal, or everyday, things people do which involve making decisions and they will count as "political" activities.

It is also important that you think of how political activity is generally carried out in your school. Try not to think of just one person or group in your school when you answer the questions. Rather, try to think of how you think most people and/or most groups operate together.

Your name is needed here so that the researchers can match this questionnaire with interviews and other questionnaires you may fill out. No one except the researchers will see the questionnaires and your answers will be combined with other students' answers to form averages. No individual names will ever be mentioned in reports of the study.

Now turn the page and try to answer each question as carefully as you can. We really need to have your responses to all of the questions.

1. Think of your school as a whole. Sometimes decisions are made which affect almost everyone in a school. For example, dress codes, smoking policies, or decisions about new courses affect many students, teachers, and administrators in a school. A list of decisions is given below. Please check those decisions which you know have been made in your school over the last two years or are now being made. Add any decisions to the list which you think we have missed.

_____ a. Smoking policies

_____ b. Dress code rules

_____ c. Open campus

_____ d. Hall passes, monitors of halls

_____ e. Attendance at school or classes

_____ f. Boy-girl relationships

_____ g. Rules about cars, buses

_____ h. Course changes, new courses

_____ i. Pass-fail, final exam options

_____ j. Changes in grading procedures

_____ k. Dances, parties, or prom activities

_____ l. Club rules or activities

_____ m. Use of cafeteria

_____ n. Enlarging or consolidating school

o. Other ________________________________________

________________________________________

________________________________________

p. Other ________________________________________

________________________________________

________________________________________

q. Other ________________________________________

________________________________________

________________________________________

2. Think about the decisions you have just checked. List the names of three specific people (students, teachers or administrators) you know who were most actively involved in any of the decisions.

a. ______________________________

b. ______________________________

c. ______________________________

3. Think again about the decisions you checked in question #1. In general, who usually participates in decisions like these? This question just refers to who is involved, not how much influence they have on decisions. Please circle the point on the line which best describes how much each group usually participates in school-wide decisions in your school.

a. Students

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Never Participate | | | | Participate Half the Time | | | | Always Participate |

b. Teachers

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Never Participate | | | | Participate Half the Time | | | | Always Participate |

c. Administrators (Like principal, superintendent)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Never Participate | | | | Participate Half the Time | | | | Always Participte |

4. Of all the students, teachers and administrators who are involved in the decisions you have listed, how many would you say are leaders (they get other people to support or oppose a decision) in these decisions? Please circle one point on the line for each group.

a. Students 1 2 3 4 5 6 7 8 9

Never Are Leaders
Are Leaders About Half The Time
Always Are Leaders

b. Teachers 1 2 3 4 5 6 7 8 9

Never Are Leaders
Are Leaders About Half The Time
Always Are Leaders

c. Administrators 1 2 3 4 5 6 7 8 9

Never Are Leaders
Are Leaders About Half The Time
Always Are Leaders

5. When school decisions like the ones you checked are being made, how much information would you say most students, teachers and administrators have about the question that is being decided? Please circle one point on the line for each group.

a. Students 1 2 3 4 5 6 7 8 9

No Information
Half the Information
All Information Needed

b. Teachers 1 2 3 4 5 6 7 8 9

No Information
Half the Information
All Information Needed

c. Administrators 1 2 3 4 5 6 7 8 9

No Information
Half the Information
All Information Needed

6. When a decision is actually *finally made*, how much *final say* do students, teachers, and administrators who are interested in the decision have in what is decided?

a. Students

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| None Have Any Final Say | | | Some Have Final Say | | | | | Everyone Interested Has Final Say |

b. Teachers

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| None Have Any Final Say | | | Some Have Final Say | | | | | Everyone Interested Has Final Say |

c. Administrators

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| None Have Any Final Say | | | Some Have Final Say | | | | | Everyone Interested Has Final Say |

7. If people want to do something in your school which requires someone else's O.K., how often do they find a way to do it? Please circle one number at a point on the line for each group.

a. Students

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Never Get The O.K. They Want | | | Get The O.K. They Want Half The Time | | | | | Always Get The O.K. They Want |

b. Teachers

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Never Get The O.K. They Want | | | Get The O.K. They Want Half The Time | | | | | Always Get The O.K. They Want |

c. Administrators

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Never Get The O.K. They Want | | | Get The O.K. They Want Half The Time | | | | | Always Get The O.K. They Want |

8. This question asks you to think about how you think decisions SHOULD BE MADE in your school. Please circle the point that indicates how much you agree or disagree with each statement.

a. All student activities should be approved by a group of elected representatives composed of students, teachers and administrators.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

b. The school administration should approve all decisions made in the school.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

c. Students wanting to do something should get support from some teachers or administrators to carry it out, but shouldn't have to get support from any single person.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

d. All decisions should first be approved by one of the vice-principals and then by the school principal.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

e. All student activities should be approved by the principal.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

f. Decisions about the hiring and firing of teachers should be made by a group of elected representatives composed of students, teachers, and administrators.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

g. No one group should approve all decisions. Approval should depend on who is interested and who can get the most support from students, teachers and administrators.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

h. Teachers desiring to make changes in courses should have the approval of their department head, the appropriate vice-principal, and the school principal.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree | No Opinion | Agree | Agree Strongly |

9. Now, please indicate how you personally participate in school groups to which you belong. You will find six statements below. Check as many as describe how you, in general, act in school groups. Remember, you can check none, one, two, three, four, five or all six statements.

_____ 1. I do not belong to any school groups.

_____ 2. I carry out others' suggestions in groups.

_____ 3. I do things on my own that I have learned need to be done in order to help groups work.

_____ 4. I try out new things in the group that I think will be good, without always depending on my experience of working in other groups.

_____ 5. I actively find new groups and situations in which I can influence decision-making.

_____ 6. I actively find ways and reasons for getting groups together in order to influence decision-making.

10. Most activities in schools are carried out in groups. For example, clubs, councils, committees, and even academic classes meet and make plans and decisions. Meetings such as these may be conducted by students, teachers or administrators. A list of groups is given below. Please check up to five groups you think are most actively involved in planning and making important decisions in your school. Add any groups to the list which you think we have missed.

_____ a. Student Council/Senate

_____ b. Class officers/council

_____ c. School newspaper

_____ d. Language Clubs

_____ e. Drama Clubs

_____ f. Sports teams

_____ g. Pep Club

_____ h. Varsity Club

_____ i. National Honor Society

_____ j. Future Teachers

_____ k. Future Farmers

_____ l. Future Homemakers

_____ m. Administrator's groups (Principal and a few others)

_____ n. Teacher Groups

_____ o. School Board

_____ p. P.T.A.

_____ q. Other: ______________________________

______________________________

_____ r. Other: ______________________________

______________________________

_____ s. Other: ______________________________

______________________________

PLEASE MAKE SURE THAT YOU HAVE CHECKED UP TO FIVE GROUPS

11. This question asks you to think about how much influence students have in this school and how much influence that they should have in this high school. Put an X in the box in Column 1 that shows how much influence students have in each of these kinds of decisions. Put an X in Column 2 to show how much influence you think they should have.

Column 1
How much influence
students do have on
these decisions in
this school.

Column 2
How much influence
students should have
on these decisions in
this school

| None | A Little | A Lot | Final Say | Decisions | None | A Little | A Lot | Final Say |
|---|---|---|---|---|---|---|---|---|
| | | | | a. How students are assigned to teachers and classes. | | | | |
| | | | | b. If the school paper or annual is to be censored. | | | | |
| | | | | c. Rules for students. | | | | |
| | | | | d. Evaluation of teachers. | | | | |
| | | | | e. Discipline of students who break rules or behave badly. | | | | |
| | | | | f. What courses and materials are taught. | | | | |
| | | | | g. How students are graded. | | | | |
| | | | | h. How money, materials, and equipment is spread among clubs or groups in the school. | | | | |

Check to make sure you have checked only one box at the left and one box on the right for each of the statements.

## APPENDIX D

## Student's Behavior Setting Questionnaire

School ____________________

Name ____________________

Grade ____ 9

____ 10

____ 11

____ 12

Sex ____ Female

____ Male

School Political Behavior Research Project
Group Questionnaire
2-28-75

This questionnaire is part of a study being conducted in your school. You are being asked to answer some questions about how this group works. Please write the name of this group here:

____________________________________________

It is necessary for you to write your name on the questionnaire, so the researchers can match this form with interviews and other questionnaires you may fill out. Some questions ask you to give names of other members of the group. No one except the researchers will ever see your answers. The information you give will be combined with answers by others to give averages. When the results of the study are reported, no names of individual people, groups or schools will be used. So you should feel free to answer as honestly and accurately as you can.

1. People in a group help that group in many ways. We would like you to name up to three people whom you think of as contributing in each of the ways listed below. You may use any person's name more than once, and you should leave spaces blank if you can't think of anyone, or can think of less than three people for any one list. Please give both first and last names of the people you list. You may use your own name.

| | |
|---|---|
| ______________________________ | a. This person is a real organizer; he or she knows how to plan things so that they get done. |
| ______________________________ | |
| ______________________________ | |
| ______________________________ | b. Whenever we are arguing or can't seem to get along this person says or does something that helps the group work smoothly. |
| ______________________________ | |
| ______________________________ | |
| ______________________________ | c. Although this person may not always get a lot of credit, he or she can be counted on to work hard doing the little things that have to be done to make our projects succeed. |
| ______________________________ | |
| ______________________________ | |
| ______________________________ | d. This person often feels very strongly about a particular idea and works to convince the group that it would be the best choice. |
| ______________________________ | |
| ______________________________ | |
| ______________________________ | e. This person helps us decide by pointing out both the good and bad points of ideas or plans we are considering. |
| ______________________________ | |
| ______________________________ | |

2. Now we would like to know the kinds of things that you usually do in this group. The same person may be very active in some groups, organizing programs or trying to convince others of a point of view, yet take a more quiet role, watching and listening in another group. Look at the list below and put an X in two (2) blanks that best describe what you often do in this group.

_____ a. I organize projects or run meetings.

_____ b. I try to convince others to follow my suggestions.

_____ c. I ask others to take part or explain their views.

_____ d. I watch what's going on, listen, and vote.

_____ e. I often help with the work necessary to carry out our plans.

_____ f. I try to get the group to consider all the good and bad points of an idea before deciding.

> In questions 3 and 4 below, circle the place on the line that best describes this group, like this
>
> 7 [✓ 8] 9

3. This group is very effective at getting things done.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| None of the Time | | | | About Half the Time | | | | All the Time |

4. I am satisfied with the way this group is run.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| None of the Time | | | | About Half the Time | | | | All the Time |

5. In the following spaces, please list up to three problems which have come up or decisions which have been made in this group that affect people in the school in general, not just people in this group. Please describe each one as clearly as possible.

Problem or Decision #1: ______________________________

______________________________

______________________________

Problem or Decision #3: ______________________________

______________________________

______________________________

Problem or Decision #3: ______________________________

______________________________

______________________________

6. Think about decisions that are made in this group. In general, who usually participates in making decisions? This question just refers to who is involved, not how much influence they have on decisions. Please circle the point on the line which best describes how much students, teachers and administrators usually participate in making decisions in this group.

a. Students

1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

b. Teachers

1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

c. Administrators (like principal, superintendent)

1 2 3 4 5 6 7 8 9

Never Participate — Participate Half the Time — Always Participate

7. When a decision is actually finally made, how much final say do students, teachers and administrators who are interested in the decision have in what is decided?

a. Students

1 2 3 4 5 6 7 8 9

None Have Any Final Say — Some Have Final Say — Everyone Interested Has Final Say

b. Teachers

1 2 3 4 5 6 7 8 9

None Have Any Final Say — Some Have Final Say — Everyone Interested Has Final Say

c. Administrators

1 2 3 4 5 6 7 8 9

None Have Any Final Say — Some Have Final Say — Everyone Interested Has Final Say

8. Put an X by the one answer that best describes how a leader of this group usually tries to get the members to do something.

_____ a. Makes it clear that there will be some sort of penalty for not doing what is asked.

_____ b. Uses the special authority that he or she has (for example, as coach, president, adviser, etc.) to make the group do what is wanted.

_____ c. Tries to bargain with individuals to get them to go along (for example, they may get credit to help get chosen for an honorary, greater popularity, fun, a chance to get support for their idea later, etc.)

_____ d. Persuades people to follow based on their confidence in the leaders; they trust this person's ability to get the group what it really wants.

9. Now think about how a leader should act to try to get the members to do something in a group like this one. Put an X by the one answer that describes how you think a leader should work.

_____ a. Makes it clear that there will be some sort of penalty for not doing what is asked.

_____ b. Uses the special authority that he or she has (for example, as coach, president, adviser, etc.) to make the group do what is wanted.

_____ c. Tries to bargain with individuals to get them to go along (for example, they may get credit to help get chosen for an honorary, greater popularity, fun, a chance to get support for their idea later, etc.)

_____ d. Persuades people to follow based on their confidence in the leaders; they trust this person's ability to get the group what it really wants.

# APPENDIX E

## Behavior Setting Observation Schedule

Observer____________________________

School____________________________

Assistant____________________________

Group____________________________

Group Sponsor________________________

## SCHOOL POLITICAL BEHAVIOR RESEARCH PROJECT

### GROUP OBSERVATION PACKET
### INSTRUCTIONS

Before you begin to observe students in groups, you should carefully study the role descriptions on pages 2-3 of this packet. You should also try to obtain a list of group members and record their names on the appropriate large or small group record sheets on pages 4 or 5.

There are three different types of sheets contained in the packet. Page 4 is a sheet for recording role behavior in large groups. Page 5 is a sheet for recording role behavior in small groups. Page 6 is a sheet for recording alternatives surfaced in group discussions for the "range of choice" variable. You should be sure you know which sheets you need to use for the group you will be observing. If you need more of one type of sheet, take another packet with you and use the appropriate sheets. Then clip the packets together.

In order to observe the role behavior in a group, you will need to be familiar with the codes which type different roles and skills. These codes are printed on the record sheets. When you actually use the sheets, you will need to follow four procedures:

1. For large groups, list the names of group members down the side (alphabetically, if possible) and find an assistant to help you identify people.

2. For small groups, use assistant's help to create a seating chart. Each name block should have adequate space for coding:

|  |  |  |
|---|---|---|
| e.g. | Emily Dickinson<br>S-K, S, F-K | Willa Cather<br>O-K, A, A-K,<br>A-K, F |

3. For each clear example of role behavior make the appropriate letter by the individual's name to a maximum per letter of 3.

4. For each example of skill mark the letter K. Where possible link to role being played at that time by hyphen, e.g., A-K or F-K, no limit to number.

You should record only verbal responses. If a non-verbal response seems important, make a note on the back of the sheet.

# OBSERVATION PACKET
## ROLE DESCRIPTIONS

ORGANIZER - The key is verbal or obvious non-verbal behavior directing others, behavior to be coded would include calling meetings to order and directing proceedings, assigning tasks, defining purpose of meeting, relating tasks of the group to larger system or other groups, relaying directions from outside the group (e.g. principal's requests to department, school board ruling to the faculty, decisions of the faculty to student council). Individuals who take responsibility for committees or other task sub-groups are also organizing (code committee report giver as organizer). Although organizer behavior will frequently be associated with formal leaders, this is not necessarily the case. An advocate of a particular position may, for example, organize others to advance the position. When he or she is planning and directing the activity of others, the person is an organizer.

ADVOCATE - The key is strong association with a particular position, alternative or candidate. To be coded advocate (as opposed to supporter) the individual must actively promote the alternative in a sustained manner (e.g.articulate presentation of position, attempts to convince others of position, clear identification with position) and show enthusiasm for position. The person who originally advances an alternative is likely to be an advocate. Alternative suggestion that is casual, or which includes a number of alternatives and possibilities is not advocacy even if it is the initial introduction of the idea. (code facilitator)

FACILITATOR - The primary behavior of the facilitator is that which makes the group move more smoothly. This includes, reducing tension, helping include everyone in group decisions, and promoting compromise. Behavior that bears on tension in the group might include, jokes or remarks which reduce conflict, cheerleader behavior which promotes enthusiasm for the group or its task, or suggestions that pull the group away from personal conflict and back to the task at hand. Behavior designed to enhance the flow of ideas tends to be low key and supportive, where an organizer might ask each member to state his or her position, the facilitator is more likely to say 'I'd like to hear some more ideas,' 'Jeff, you had an idea on this, tell the group what you think,' or 'Joan what do you think?' The facilitator may also suggest a series of unmentioned alternatives and may summarize previous contributions and try to suggest a compromise or a way to combine alternatives to meet with maximum approval. This role may be played by the organizer in some groups.

**EVALUATOR** - Key to this category is the articulation of a standard for judgment and comparison of alternatives with this standard. One would expect to find evaluators systematically identifying pros and cons of each alternative with regard to the goals at hand. Someone who leads the group in such an analysis would also be coded evaluator i.e. the one who forces this decision-making perspective on the group.

**SUPPORTER** - Key is carrying out the initiatives of others. Support behaviors may be verbal e.g. speaking in agreement with a position, providing information either spontaneously or as a result of assigned research and volunteering for assignments, or physical e.g. working on committees, agreeing to carry out individual tasks, appearing in mass demonstrations such as pep rallys, marching in the band, playing on the team, decorating the dance, etc.

**OBSERVER** - The observer is a member of a group who does nothing except attend meetings vote and perhaps provide some very minimal degree of verbal support. Anyone who appears minimally attentive and does not make any larger contributions to the group is an observer.

# LARGE GROUP ROLE RECORD SHEET

**Role Codes**

O = organizer
A = advocate
F = facilitator
E = evaluator
S = supporter
= observer left blank

**Skill Codes**

K = gives alternative for consideration
= contributes to position-taking
= affects compromise
= makes grounded judgment or statement

Names | Roles and Skills

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________

## SMALL GROUP ROLE RECORD SHEET

**Role Codes**

O = organizer
A = advocate
F = facilitator
E = evaluator
S = supporter
= observer left blank

**Skill Codes**

K = gives alternative for consideration
= contributes to position-taking
= affects compromise
= makes grounded judgment or statement

## OBSERVATION PACKET
## DECISION-MAKING: RANGE OF CHOICE

As you observe the group meeting in progress, you should record the topics for discussion and the alternatives suggested on this page.

TOPIC/DECISION/PROBLEM: ____________________________________________

______________________________________________________________________

______________________________________________________________________

ALTERNATIVES: ______________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

TOPIC/DECISION/PROBLEM: ____________________________________________

______________________________________________________________________

______________________________________________________________________

ALTERNATIVES: ______________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

**TOPIC/DECISION/PROBLEM:**________________________________________

__________________________________________________________

__________________________________________________________

**ALTERNATIVES:**________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

# SUMMARY SHEET FOR ROLES AND SKILLS

| Name | Roles | | | | | Skills |
|---|---|---|---|---|---|---|
| | Org. | Adv. | Fac. | Eval. | Supp. | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |

# APPENDIX F

## GENERAL ATTITUDE ITEMS

### GENERAL POLITICAL INTEREST

| Item No. | Item |
|---|---|
| 1 | I would enjoy taking a class where politics and government are discussed |
| 2 | I am usually interested in political matters. |
| 3 | I would be interested in finding out how political parties work. |
| 4 | I really enjoy watching the election returns come in on TV. |
| 5 | I would enjoy being on a committee nominating candidates for political offices. |
| 6 | I think I would enjoy taking a more active role in making political decisions where I live. |
| 7 | I enjoy the excitement of political campaigns. |
| 8 | I think I would enjoy participating more in political groups. |
| 9 | I am not really very interested in what goes on in politics and government where I live |
| 10 | I think it would be interesting to run for political office. |

### GENERAL TRUST IN PEOPLE

| Item No. | Item |
|---|---|
| 1 | What people tell me and what they actually do are two completely different things. |
| 2 | There are a lot of people in politics who don't care at all about what the people think. |
| 3 | You can't expect people to be good to you unless it suits them. |
| 4 | People usually don't act today like they'll act tomorrow. |
| 5 | There are a lot of people who I wouldn't trust. |

## GENERAL TRUST IN PEOPLE (Cont.)

| Item No. | Item |
|---|---|
| 6 | What a politician says one day is usually completely different from what he says the next day. |
| 7 | If I were in trouble, most strangers would help me out. |
| 8 | People are usually fair in the way they treat other people. |
| 9 | People usually keep the promises they make to other people. |
| 10 | I know lots of people who might act as though they like me one day and dislike me the next. |

## GENERAL SOCIAL INTEGRATION

| Item No. | Item |
|---|---|
| 1 | What I do doesn't matter to anyone but me. |
| 2 | A person like me needs to know what is going on with other people in the world. |
| 3 | What people in other parts of the world do has no influence on what happens to me. |
| 4 | There are quite a few people in this world who I care about. |
| 5 | I would like very much to be a hermit. |
| 6 | The only people who are important to me are my very closest friends and relatives. |
| 7 | I can't always do exactly what I want because my actions affect others. |
| 8 | I will just do what I want to do, no matter what the law says. |
| 9 | What other people do really doesn't make much difference to me. |
| 10 | What the government does really doesn't affect me. |

## GENERAL POLITICAL CONFIDENCE

| Item No. | Item |
|---|---|
| 1 | A person like me can have quite a bit of influence over the political decisions that affect me. |
| 2 | If I joined a political party organization, I would be the kind of member who is able to change people's minds on important issues. |
| 3 | Nobody would ever ask me for my advice on how to act in a political situation. |
| 4 | People like me can influence political decisions. |
| 5 | I am potentially very capable of influence political decisions in a group. |
| 6 | I cannot have much impact on how other people vote. |
| 7 | I can be very effective in political situations. |
| 8 | Although it is not the most popular thing to do, I can often get my way in groups. |
| 9 | I am the kind of person who can influence how other people decide to vote in elections. |
| 10 | I am the kind of person who just is not able to influence others in a decision-making situation. |

## APPENDIX G

## SCHOOL ATTITUDE ITEMS

### SCHOOL POLITICAL INTEREST

| Item No. | Item |
|---|---|
| 1 | I would like to be more involved in school decisions. |
| 2 | It would be interesting to find out how decisions are made in student government. |
| 3 | I think it would be interesting to hear the school board make decisions about our school. |
| 4 | I would enjoy discussing how the school should spend its money. |
| 5 | If I had a chance, I would like to hear someone discuss how important decisions are made in my school. |
| 6 | I would enjoy being involved in school decision-making. |
| 7 | I enjoy talking with friends about decisions that are made in my school. |
| 8 | I would enjoy helping a friend campaign for a school office. |
| 9 | I enjoy listening to teachers talk about school problems. |
| 10 | I would like to figure out how decisions are made in our school. |

### TRUST IN PEOPLE AT SCHOOL*

| Item No. | Item |
|---|---|
| 1 | There is almost nobody in this school I can trust. |
| 2 | Most teachers I have had were out to get me. |
| 3 | Most teachers don't care about what happens to kids. |
| 4 | Leaders in my school would like to make it a better place. |
| 5 | Students in my school are nice to new students who enroll. |

*NOTE: These 10 items have been regrouped into two groups of five based on the results of the dimensional analysis. Items 1, 4, 5, 6 and 8 now comprise the new dimension, Trust in Other Students at School. Items 2, 3, 7, 9 and 10 comprise the new dimension, Trust in School Teachers and Administrators.

## TRUST IN PEOPLE AT SCHOOL (Cont.)

| Item No. | Item |
|---|---|
| 6 | Students in my school usually keep the promises they make to others. |
| 7 | Teachers are usually fair in the way they treat kids. |
| 8 | If a student were in trouble, people in this school would help that student out. |
| 9 | The principal and other administrators seem to be fair in the way they treat students. |
| 10 | This school is run by a group of people who don't care at all about students. |

## SOCIAL INTEGRATION WITHIN THE SCHOOL

| Item No. | Item |
|---|---|
| 1 | A person like me needs to know what is going on with other people in the school. |
| 2 | It really doesn't matter to me if the Student Council gets some new school rules passed or not. |
| 3 | I don't really care about what happens to other people in my school |
| 4 | When something important happens in my school, I feel affected by it. |
| 5 | What happens with other people in my school has an influence on what I will do. |
| 6 | There are a lot of people in this school who I care about. |
| 7 | People I never see at my school have no influence on what happens to me at school. |
| 8 | Nobody in my school really knows what is happening to me. |
| 9 | If I were new at this school, I would want to make some friends and join some activities right away. |

## SCHOOL POLITICAL CONFIDENCE

| Item No. | Item |
|---|---|
| 1 | I can have some influence on what goes on in the school groups I belong to. |
| 2 | I am the kind of person whose support for one side in a school decision would hurt more than help it. |
| 3 | If I disagree with a school rule, I am able to do something to help change it. |
| 4 | It seems pretty silly that some people think they can change what the school rules are. |
| 5 | There is no way that a student like me can have any say in what goes on around this school. |
| 6 | I could get a teacher to listen to my complaint about how a class is run. |
| 7 | If I got together with fifteen other students like me, we could have a lot of influence on what rules were made for our school. |
| 8 | If I had a complaint about an unfair school rule, I believe that I could get the principal to listen carefully to what I said. |
| 9 | I can get people at school on my side when I want to. |
| 10 | It would be a waste of my time to try to get a rule changed in my school. |
| 11 | I feel like I make a difference in the lives of other people in the school. |